DOCUMENT RESUME

ED 206 573 SP 018 305

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TITLE An Instructional Model for Training LEA Supervisors to Assist in Training Teachers in Best Practices and Exemplary Models for Mainstreaming Handicapped Children.
INSTITUTION Auburn Univ., Montgomery, Ala. Southeast Regional Resource Center.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE [79]
CONTRACT OEC-78-0017
NOTE 114p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Child Development; Classroom Techniques; Cognitive Development; Continuing Education; *Diagnostic Teaching; Elementary Secondary Education; *Individualized Education Programs; *Learning Processes; *Mainstreaming; *Problem Solving; School Districts; *Supervisory Training; Teacher Education; Team Teaching

ABSTRACT

This handbook is based on a field tested training model directed toward preparing regular and special education teachers to teach children in a mainstreamed classroom. There are four components: knowing, diagnosing, developing, and bridging. Seven modules contain the following sections: the major theme, introduction, goals, objectives, instructional activities, resources for further study, and evaluation activities. Modules are designed to develop the following competencies: (1) demonstrate a knowledge base regarding generic factors of human development that influence learning (knowing); (2) use relevant information in planning educational experiences (bridging); (3) demonstrate strategies for facilitating cooperative teaching relationships among regular and special educators (developing); (4) demonstrate creative problem solving skills (developing); (5) demonstrate diagnostic supervisory strategies (diagnosing); (6) serve as a member of a team engaged in writing individual educational programs (bridging); and (7) serve in a continuing education role for a school district regarding clarification of legal and educational aspects of educating exceptional students (bridging). (JD)

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ED206573

AN INSTRUCTIONAL MODEL FOR TRAINING LEA SUPERVISORS TO ASSIST IN TRAINING TEACHERS IN BEST PRACTICES AND EXEMPLARY MODELS FOR EDUCATING HANDICAPPED STUDENTS IN THE LEAST RESTRICTIVE ENVIRONMENT

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SP018305

SUPPORT PROGRAMS FOR HANDICAPPED CHILDREN

The Southeast Learning Resource Center is a federally funded project under the Office of Education, Department of Health, Education and Welfare, Bureau of Education for the Handicapped, Contract No. OEC-78-0017. The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

AN INSTRUCTIONAL MODEL FOR TRAINING LEA SUPERVISORS TO ASSIST IN TRAINING TEACHERS IN BEST PRACTICES AND EXEMPLARY MODELS FOR MAINSTREAMING HANDICAPPED CHILDREN

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ACKNOWLEDGMENTS

This document was made possible through the efforts and cooperation of the following persons:

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SUPERVISOR'S HANDBOOK

This handbook is based upon a training model (Reisman-Shotick, 1978) directed toward preparing regular classroom and special education teachers to teach children with special education needs who are placed in regular classroom settings. There are four components of this model: Knowing, Diagnosing, Developing, and Bridging. These four components represent strands which serve as the structure for this handbook. The format of the handbook is organized by modules. Each module includes some or all of the following components: the major strand, a brief introduction, goals, objectives, instructional activities, resources for further study, and evaluation activities. It should be noted that within each instructional module the components KDDB, will be differentially applied.

Modules are directed to developing the following competencies:

I. Demonstrate knowledge base regarding generic factors of human development that influence learning. (knowing)

II. Use relevant information in planning educational experiences for regular classroom and special education teachers. (bridging)

III. Demonstrate strategies for facilitating cooperative teaching relationships among regular and special educators. (developing)

IV. Demonstrate creative problem solving skills. (developing)

V. Demonstrate diagnostic supervisory strategies. (diagnosing)

VI. Serve as a member on an IEP team engaged in writing individual educational programs (IEP). (bridging)

VII. Serve in a continuing education role for school district regarding clarification of legal and educational aspects of educating exceptional students. (bridging)

It is assumed that general competencies relating to supervisory behavior are prerequisite to this training program and are therefore not included. However, attention will be given where the nature of the task of preparing teachers for mainstreaming children into regular classrooms goes beyond traditional education programs for supervisors.

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Suggested Considerations for Instruction

In the development of this program it was not presumed that participants would necessarily study all or particular modules. Rather, the modules were conceived of as a unitary body of knowledges and competencies arranged to provide a sequential flow of study through to closure. It is recommended that use of these modules be made selectively. It is most important, however, that though a priority be identified among the latter modules, the participants have the knowledges and competencies included in all previous modules, e.g. creative problem solving skills (IV) are necessary to serve as a member of an IEP team (VI).

Those participating as students in these modules during field testing were from various educational level backgrounds (all graduate), experience backgrounds (teachers, supervisors, administrators), and education providing levels (elementary, middle, and secondary schools). To meet the differing backgrounds and needs two recommendations are made:

1. Have the participants read the entire module at the outset of the instructional situation and then discuss (a) the goals and objectives as stated in the module, (b), goals and objectives as perceived by the students, (c) agreement and disagreements, and then identify priority elements on the basis of knowledge and need. Where participants did not identify their goals, or those most salient, direction during instruction was more difficult to maintain.

2. Very early in the instruction provide an experience for the express purpose of establishing a commonality for the group through the use of a participating activity or media presentation such as film, filmstrip, audio cassette, etc.

These modules were field tested through presentation as Staff Development Units; not college credit instruction. These units were required for continuing certification for some participants but not for others. All, however, selected these particular ones either as most meaningful for them from those available or as a pure free choice. Instruction was provided during 3½ hour periods at the end of a school day. It was found that the use of instructional aids such as films, audio tapes, transparencies, or questions duplicated and placed in the hands of the participants not only helped establish a commonality as stated earlier but stimulated greater participation than did verbal only presented material.

The instructional resources selected for use in these modules are those which the writers considered most appropriate from those with which they were familiar. It is recognized that there is a wide array of such resources available and selection should remain the prerogative of the specific educational provider.

AN INSTRUCTIONAL MODEL FOR TRAINING LEA SUPERVISORS TO ASSIST IN TRAINING TEACHERS IN BEST PRACTICES AND EXEMPLARY MODELS FOR EDUCATING HANDICAPPED STUDENTS IN THE LEAST RESTRICTIVE ENVIRONMENT

MODULE I

KNOWLEDGE OF GENERIC FACTORS THAT INFLUENCE LEARNING

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Module I

Knowledge of Generic Factors that Influence Learning*

STRAND: Knowing

INTRODUCTION:

Why should system level personnel be concerned with normative growth and development, differences from the norm, and with curriculum development?

As supervisors, we are constantly made aware of teachers' needs to select relevant and appropriate learning experiences for students. In the same way, supervisors must be able to draw upon certain skills, knowledge, and abilities in order to support teachers' efforts.

This module will enable you to examine three clusters of generic factors which influence learning. In addition, you will be able to select from among the knowledge presented the relevant and salient information needed for the support of teachers in particular situations.

The knowledge of generic factors influencing learning will help you as a supervisor to diagnose needs among teachers, to develop activities or strategies by which teachers develop skills to facilitate learning, and to provide bridging activities through which teachers are enabled to apply skills.

The term generic factors simply means that we will be talking about groups of similar factors influencing learning. We will be

*This module was developed with the aid of Ms. Mary Allison

looking at intellectual factors, physical factors, and social and emotional factors and considering ways in which these factors influence learning. The following examples may help you understand generic influences!

Mrs. David's class is fairly typical of fifth grade classes everywhere. Of the twenty-eight students, five are able to attend for only short periods of time and need help in comprehending new or complex ideas. Three students, however, grasp ideas very quickly and go on to generate more ideas, pose new problems. Some of Mrs. David's students can work quite independently, others need frequent reinforcement and monitoring.

The physical classroom is arranged so that Sam won't be distracted by the noise of others as he works on attending. For those students working together, there is an area in which their productive chatter can continue. Mary, who is hearing impaired, seems to tire easily since she must be constantly alert and not miss important cues. Mrs. David sees to it that the amount and time factors are adjusted for Mary.

Most of the class seem able to pick up some important learning incidentally, (through reading, listening and observing), but there are a few who need important directions or concepts highlighted. Mrs David may underline workbooks or be sure that her verbal and written instructions and discussions are understood.

Mrs. David is aware that social and emotional adjustment are important factors influencing learning. Sarah and Brian are mildly retarded and experience special difficulty in gaining acceptance since they frequently leave the room for special help

in speech and language. Sarah and Brian can work equally with others in Mrs. David's class and success in learning is enhancing their self esteem.

Generic factors influencing learning are important as we learn to view exceptional learners as we would any student in any class. Mary's hearing impairment is seen less as a barrier to learning than a cue to classroom interventions to be made. Her behavior, not her label, suggests instructional strategies.

This module has been developed to enable you to demonstrate a broad, in-depth knowledge regarding generic factors of human development that influence learning.

GOAL: Demonstrate knowledge base regarding generic factors of human development that influence learning.

OBJECTIVES:

1. To give evidence of knowledge concerning normative growth, development, and performance to which that of exceptional students can be compared.
2. To give evidence of knowledge concerning differences from normative growth, development and performance which exceptional students show.
3. To give evidence of knowledge concerning the influence of the generic factors of intellectual and learning abilities, physical performance, and social and emotional considerations on learning.
4. Identify the key points of a major theory of development for each of the areas of intellectual, and learning behaviors, physical performance, and social and emotional adjustment.

5. Describe normative development as delineated by each theory.
6. Demonstrate skill in identifying differences from normative growth and development in each of the areas of intellectual and learning behaviors, physical performance and social and emotional adjustment.

Generic Factors and Exceptional Learners

When considering the generic factors influencing learning (intellectual and learning factors, physical considerations and social and emotional considerstions) it is important to understand the interrelatedness of specific characteristics of generic factors. For instance, a child with a congenital and debilitating heart condition (chronic health problem) may develop both psychological and social difficulties. As a result of a diminished self concept, the child may experience learning difficulties. His inability to play as other children may cause social development difficulties. When planning for such a child it is of critical importance that not only his primary disability be accounted for but that consideration be given to social, personal, physical and intellectual factors.

Let's look at each of our areas of generic factors influencing learning and some ways in which exceptional learners are affected. Remember as we focus our attention for the moment on disabilities, that exceptional learners are more like other children than unalike and through labeling of a disability that we accentuate a difference.

Physical Factors

A physically or orthopedically handicapped child has definite and distinct physical abilities and limitations. Piagetian theory tells us that "the three essential variables responsible for development in general and for the information of mental functions in particular are:

1. The maturation of the nervous system,
2. Experiences in interraction with physical reality, and
3. The influence of the social environment."

Read:

Muus, Rolf E. "Jean Piaget's cognitive theory of development" in Theories of Adolescence. New York: Random House, 1975.

Physical limitations of any sort are potential inhibitors of development. A passive, shy or withdrawn child may be understimulated and miss interactions while a hyperactive, overstimulated child may miss important interactions because lack of ability to attend. The blind child or the deaf child may, because of environmental factors, have fewer opportunities to explore and therefore interact with the environment. The physical sensory impairment may not be the only physical factor affected. One must also consider opportunity and motivation for interaction.

In motor development the mildly retarded are more like average children but still show lags in motor development. Fine motor control is often delayed. The more seriously retarded the child, the lower will be the level of motor proficiency.

The mildly retarded child in the regular classroom can gain much from physical education in terms of social and personal development. Improved feelings of self worth may indeed lead to improved classroom behavior and academic functioning although academic gains will not necessarily result from remedial physical education.

Terman's pioneering studies with the gifted show advanced early development for the gifted group studied. They also exhibit better general health than other groups. It would be foolish to assume, however, that all gifted children are healthy with 20/20 vision and potential olympic medalists. Helen Keller was deaf and blind and the great violinist Pearlman is orthopedically handicapped. Probably the greatest injustice done to gifted youngsters in schools today is to assume that their intellectual superiority will protect and rescue them from human needs of belonging, self work, and health and safety.

Although a great deal of attention has been given to the remediation of motor deficiency in young children, little attention has been given to general physical needs within a classroom. In some classrooms "in seat" behavior has become and end in itself. Certainly, students need to learn how to attend to task and behave in an orderly manner, but simply sitting in a desk plodding through monotonous or impossible (intellectual factors) seat work will do little to reinforce the desired behaviors. On occasion, one might even consider allowing children a trip to the restroom even when we know they only want to leave the room. As long as they won't disrupt others, a walk down the hall and

back just might refresh the mind! Better yet--discover special places students can go to when physical needs demand movement.

Social-Emotional-Personal Factors

The fact of physical integration, or mainstreaming, does not necessarily result in social integration. A mildly retarded child can usually participate at some level in all classroom activities but of all groups they suffer from the most peer rejection. In terms of intelligence and functioning, they often are like slow learners not labeled as retarded, but the mildly retarded may exhibit aggressive behavior or have other undesirable characteristics which result in rejection. Teacher and peer expectations also play a role in social acceptance. Children who feel accepted and safe within the classroom environment generally exhibit more socially acceptable behaviors.

The psychological need for safety is evident in the reactions of some children within a classroom situation. A hard of hearing child needs the safety of predictable cues and events and needs to feel safe within the community of the classroom. The diabetic child may view the world as threatening and harmful and do poorly in school despite above average intelligence.

Social and emotional factors acting singly or in concert with any other factor (intellectual or physical), can be evidenced in academic functioning abberant behavior or through physical indicators such as a return to early (safe) developmental levels in speech or motor behavior.

INSTRUCTIONAL ACTIVITIES:

Activity 1: Read the following 5 articles.

Anastaslow, Nicholas J. "Human development and the process of education", in Lane, Ailene (ed.). Readings in human growth and development of the exceptional individual. Guilford, Connecticut: Special Learning Corporation, pp. 3-11, 1979.

Muus, Rolf E. "Gesell's theory of development", in Theories of Adolescence. New York: Random House, 1975.

Maslow, Abraham. Motivation and Personality. New York: Harper and Row, 1954.

Case, Robbie. "Piaget's theory of child development and its implications." Phi Delta Kappan, 55, 1, September 1973, 20-25.

Erikson, Erik H. Eight Ages of Man. New York: W. W. Norton Publishers, 1950.

The article entitles "Human Development and the Process of Education" provides an overview of several important theories of development.

It treats Piaget's theory of cognitive development and a contrasting theory of cognitive development, that of Gagné, a behaviorist. A short section on language acquisition is included to this critical developmental behavior. The section on affective development relates to the generic factors of social and personal development.

Following the article are four additional selections. One relates the developmental theory of Arnold Gesell. The second presents a hierarchy of need as developed by Abraham Maslow. The third and fourth readings are more comprehensive discussions of Piaget and Erikson.

There is a great deal of information presented to you in the readings on growth and development. This information provides the knowledge base from which you will be able to do two important things.

1) You will be able to understand and recognize developmental milestones in child development.
2) You will be able to select salient, relevant information with which to assist teachers plan learning experiences for children.

A summary of each theory and its educational implications is provided to assist your understandings.

Activity 2:

1) Select some periods during the day when you may observe child behavior (playground, lunchroom, etc.).
2) In the left column write down an observed behavior (e.g., using abacus to count).
3) Categorize the behavior into one of 4 Piagetian stages.
4) Categorize behavior using one of the following theories:
   a) Erikson
   b) Gagné
   c) Gesell
   d) Maslow

Observations

PIAGET

Behavior

	Sensori-motor	Preconceptual Intuitive	Concrete Operations	Formal Operations

Activity 3:

Read pp. 46-73 in Meyen, Edward L. Exceptional Children and Youth: An Introduction. Denver: Love Publishing Co., 1978. You may read more if you wish!

These brief descriptions are given as a means to introduce you to the types of children considered to be educationally exceptional. They are not intended to provide a system for arbitrary categorization of children without regard to individual abilities. Following these brief descriptions will be additional activities designed to increase your awareness of generic factors influencing learning.

Activity 4:

Use the film series "Like You, Like Me" from Encyclopedia Britannica, Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611, Dept. 10-A.

This activity serves three functions. First, it will serve to reinforce and add to your knowledge of exceptional learners. Second, it will provide you with a means by which to assist classroom teachers develop an understanding of exceptional learners, and third, it will provide classroom teachers with a resource to use in their classes.

1) View the 10 six-minute films in the series "Like You, Like Me".
2) Prepare a workshop for teachers. The purpose of the workshop is to increase awareness and understanding of exceptional learners.
3) Write out your plan in detail
4) Plan for evaluation of the workshop.

5) Be sure to incorporate into your plan some skills and techniques for teachers to take back to the classroom.

Activity 5:

Observations which you make can be useful in assisting teachers understand generic factors influencing learning. You can also help teachers become astute observers of child behavior. By focusing on behavior and not on a label or diagnosis, programming for exceptional learners can be approached in the same manner as instructional programming is approached for any child.

1) Schedule a time when you can visit a classroom to observe a child.
2) After you have been in the classroom for a few minutes, choose which child to observe.
3) Using the enclosed Behavior Observation forms observe a child for a 20 minute period.
4) Write down 4 or 5 behaviors and categorize them according to generic factor most influential. An example is on your form.
5) Following your observation, write down some things you learned about the child you observed.
6) Observe 3 children. One each from primary/elementary, middle grades and high school.
7) You do not need to observe an exceptional child. Simply choose any child.

Child's Name _____

Grade Level _____

Behavior or Task Observed	Generic Factor		
	Intellectual	Physical	Personal Social-Emotional

I learned the following things about _____ from this observation:

_____

_____

_____

_____

Maslow's Theory of Motivation

According to Maslow, human needs are organized in a hierarchy. As one level of need is satisfied in higher level appears for satisfaction. Maslow discusses man as a perpetually wanting animal. All needs are related to the state of satisfaction or dissatisfaction of other drives. None can be treated as if isolated or discrete. Gratification of a need permits the emergence of higher level motivations.

Maslow's hierarchy of motivation is as follows:

1. PHYSIOLOGICAL NEEDS

Examples are hunger, chemical and hormone balance, thirst, sleep, sex, and taste. A person deprived of everything (prisoners or war victims, abandoned children) would be motivated to satisfy physiological need first. All energies of the body would go to satisfying this need.

2. SAFETY NEEDS

In children, indications of the safety need can be seen in sick children who may become fearful and regard the world as unsafe. Maslow feels that most children prefer a world which is predictable and orderly. In the adult, emergency situations bring out safety needs.

3. LOVE NEEDS

At this need level the sense of belonging and warm relationships with others is predominant. This need encompasses both giving and receiving love.

4. ESTEEM NEEDS

Maslow classifies these needs into two sets:

1) a. a desire for strength
   b. a desire for achievement
   c. a desire for confidence
   d. a desire for independence and freedom

2) a. a desire for reputation or prestige
   b. a desire for recognition
   c. a desire for attention
   d. a desire for importance
   e. a desire for appreciation

As esteem needs are satisfied the person feels capable and self confident. If their needs are not satisfied feelings of inferiority and weakness result.

5. SELF-ACTUALIZATION NEED

For Maslow, self-actualization refers to the desire for self-fulfillment. Self-actualization emerges as a need upon the fulfillment of the lower needs.

In addition to the five levels of need, Maslow points out that our intellectual capabilities assist in need satisfaction and any thwarting of them will be a threat to need satisfaction. Man reacts as if attacked when deprived of freedom such as to speak or to learn.

Maslow suggests that man's desire to know and to understand possibly are the bases for a cognitive hierarchy. These desires are part of basic needs and yet seem also to be a higher level in the basic need hierarchy.

One of the most important tasks of a supervisor is to be aware of the basic needs of teachers and to provide assistance and support as certain needs become proponent and demand satisfaction before higher level functioning can appear How effective will be a teacher who feels inadequate (esteem) and approaches each day with dread (psychological safety)?

Activity:

Competency: Knowledge

Purpose: To become familiar with Maslow's hierarchy of need as a means of supporting and assisting teachers working with mainstreamed students.

Procedure: 1. Using the enclosed form, briefly describe an intervention/activity which a teacher might employ in consideration of Maslow's hierarchy.

2. Incorporate these ideas into consultations and workshops with teachers.

3. Use additional paper for your ideas if you wish

Evaluation: The completed form of activities/interventions. A report of the use of those suggestions with teachers. Which have you observed in action?

MASLOW'S HIERARCHY OF NEED

	K-2 Primary	3-5 Flementary	6-8 Middle	9-12 Secondary
Physical				
Safety				
Belongingness and Love				
Esteem				
Self Realization				
Desire to Know and Understand				

Theory	Capsule Summary	Educational Implications
Piaget	Children think differently from adults. The child learns from interactions with his world and from his actions upon his world. Piaget proposes five stages of development: 1) Sensori-motor 2) Preconceptual Thought 3) Intuitive Thought 4) Concrete Operations 5) Formal Operations	Selection of material according to level of development. Use of interactive modes of instruction indicated. Development cannot be substantially accelerated by instruction but cognitive growth within developmental limits can be accelerated by teaching Piagetian concepts through guided learning experiences. A Piagetian curriculum would emphasize the logical process of thinking and problem solving.
Gagné	Children respond to environmental stimuli. Reinforcement is central to the theory. Gagné believes that learning is sequential and hierarchical. The steps are: 1) Signal Learning 2) Stimulus-response Learning 3) Chaining 4) Verbal Association 5) Multiple Discrimination 6) Concept Solving 7) Principle Learning 8) Problem Solving	Skill of the trainer (teacher is of paramount importance. Application of behavioral techniques (reward desired behavior, ignore the undesired) to teaching. Gagné's eight instructional elements suggest an instructional sequence for units of instruction
Gesell	Gesell two factors accounting for individual differences: 1) The Genetic Factors of individual constitution and innate maturation sequence, and 2) The Environmental Factors ranging from home and school to the total cultural setting (Gesell, A. et al., The First Five Years of Life, New York: Harper, 1940). Other writers refer to these factors as capacity and experience.	A most important educational consideration is the concept of gradient of development. Children may plateau at high or low points of development and there may be a return to earlier level of functioning. Downward gradient provides the developing body a time to rest integrate skills. An understanding of this concept.

Theory	Capsule Summary	Educational Implications
Gesell (cont.)	Development takes place in sequential patterns. The child progresses, reaches mastery, reverts to an earlier level, and moves on to surpass previous performances. Read The First Five Years, The Child From Five to Ten and Youth: The Years From Ten to Sixteen for more information.	
Erikson	Erikson's eight stages are a sequence of developmental tasks from birth to old age. The steps are hierarchical and some level of satisfactory achievement must be achieved in order to go on to a higher level. The 8 stages are: TRUST AUTONOMY INITIATIVE/IMAGINATION IN USING MENTAL IMAGES INDUSTRY IDENTITY INTIMACY GENERATIVITY INTEGRITY	
Maslow	Maslow offers the following hierarchy of human motivation: 1) Physiological need 2) Safety need 3) Love and Belonging Need 4) Esteem Need--Self and Others 5) Self actualization	

RESOURCES FOR FURTHER STUDY:

If you want more information, the following books published by Teaching Resources Corporation, 100 Baylston St., Boston, Mass. 02116, and edited by Thomas N. Fairchild are part of a series of very readable and very informative short books on understanding and teaching the mainstreamed child:

Mainstreaming the Gifted
Behavior Disorders
Mainstreaming Children with Learning Disabilities
Mainstreaming the Mentally Retarded Child
Mainstreaming the Hearing Impaired Child
Mainstreaming the Visually Impaired Child
The Communicatively Disordered Child
The Physically Handicapped Child
Education of the Severely/Profoundly Handicapped

The first half of each of these books is devoted to the characteristics of each condition.

Using the set of materials: Select some teachers to incorporate this technique into their plans. After you have become familiar with the teachers on ways to use them to increase understanding and acceptance of mainstreamed students. How might this be accomplished at the secondary level? Write a plan!

Evaluation:

Your workshop plan and completed participant evaluations will serve as the evaluation for this activity. Additionally; you are to write a brief critique of the workshop.

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MODULE II

USE OF RELEVANT INFORMATION

SOUTHEAST
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ACKNOWLEDGMENTS

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Module II: Use of Relevant Information*

STRAND: Bridging

INTRODUCTION: This module deals with the use of knowledge of normal development as a background for understanding the handicapped and talented. The position taken is that development depends upon the relationship between an organism and its environment. Nature presents wide possibilities for development. Which possibilities materialize depends on the relationship between the organism and the environment and exceptional child's development is particularly sensitive to this relationship. The theories of Erikson, Stack and Piaget serve as sources for the relevant information used. Some major ideas that underlie this module involve consideration of the following statements and questions:

GROWTH PROGRESSES IN A FIXED SEQUENCE OF STAGES-
Growth is continuous and orderly. A general outline of sequence exists for all growth. Does the exceptional child progress through the same sequence?
Yes, but perhaps at a different rate.

NORMATIVE AGES EXIST FOR EACH STATE IN THE SEQUENCE OF GROWTH-
Are these ages the same for the exceptional child?
This depends on the particular area of development under consideration and the child's feature which labels him as being exceptional.

EVERY INDIVIDUAL PROGRESSES THROUGH THE VARIOUS STAGES IN HIS OWN UNIQUE WAY-
Is this true for the exceptional child as well?
Even more so.

*This module was developed with the aid of Dr. Marilyn Gootman

DEVELOPMENT IS A COMPLEX PROCESS WITH IN WHICH DIFFERENT AREAS PROGRESS AT DIFFERENT RATES. THESE AREAS ARE AFFECTED BY EACH OTHER.
How does this fact affect the exceptional child?
The child's handicap or talent may impede or accelerate progress in one particular area to the detriment of other areas of development.

GOAL: Use relevant information in planning educational experiences for regular classroom and special education teachers.

OBJECTIVES:

1. State what are the components of the organism?
   a. physical make-up
   b. mental make-up

2. State what factors determine the nature of the organism?
   a. biological (i.e. human as opposed to animal)
   b. genetic
   c. non-genetic physical

3. State how the exceptional student may differ from that of the regular student?
   a. physical: sense impairment (hearing, seeing), muscular impairment, energy or activity impairment
   b. mental: exceptionally high abilities, slow mental functioning, partially impaired mental functioning (limitation of a particular skill or ability)

4. State what are the components of the environment?
   a. physical: objects, places, climate
   b. interpersonal: family, peers, culture, society

5. State how the environment can affect the child's exceptionality?
   a. physical: may impede development unless designed around the child's needs
   b. interpersonal: reactions of others depending on whether they are sensitive or not will either impede or facilitate the child's coping and development. Values of society and culture can affect attitudes toward the exceptionality.

INSTRUCTIONAL ACTIVITIES:

SOCIAL DEVELOPMENT: ERIK H. ERIKSON

FACTS TO REMEMBER WHEN DISCUSSING THE FIRST FOUR OF ERIKSON'S EIGHT LIFE CRISES:

At each stage there is a struggle between two conflicting emotions, one healthy and one unhealthy. One of the two emotions wins out at the end of the stage and this emotion serves as an underlying current which affects future behavior and development. Remember, as the individual is progressing through a particular stage, there is a struggle between the healthy and unhealthy emotions.

The struggle between these two emotions continues throughout life but to a much lesser degree. The emotion that "wins out" during the stage has more strength throughout life.

Appropriate frustration is beneficial and not harmful to the child. Meaningless frustration can be harmful.

CRISIS 1: BASIC TRUST VS. BASIC MISTRUST

Background Information:

The infant learns about people and the world primarily through his mouth. How the infant's oral needs for food are met is important for him in his struggle between basic trust and basic mistrust. To the very young infant, food is love; how his food is given to him is critical-when he needs it and wants it or when it is convenient for others to give it to him.

At first, the infant who has just experienced the trauma of birth should be given immediate gratification. Gradually, throughout the first year of life, gratification can be gently delayed (i.e. he may have to wait a reasonable short period of time for his food). As the gratification is delayed appropriately, the infant learns to trust that his food will come and he overcomes his feelings of mistrust that the food will never come.

The infant learns to trust that people will return. He or she overcomes mistrust that important others will never return if exposed to reasonable periods of separation.

The characteristics of the infant (naturally these become less extreme as the first year of life progresses for the emotionally healthy infant) are: helpless, impetuous, impatient, narcissistic, overdemanding, wanting everything his own way and immediately.

By the end of the first year, the oral needs gradually diminish. The baby learns to crawl, use his hands, and is weaned. The healthy child learns to give love as well as receive love. He learns to trust that he can cope with his own urges. He learns to trust people to meet his needs even if they do not do so immediately. He learns to trust that his physical environment will be safe.

Another way to describe the struggle of the infant at this stage is: I can depend on you the world to meet my needs vs. I can't depend on you the world to meet my needs.

ACTIVITY 1:*

Think of the exceptional child's characteristics and how his development in this stage is affected by interpersonal and environmental factors such as the following:

Advanced mental abilities

interpersonal: others relate to him as if he is older and understands more even though he is still an infant- they may expect him to withstand greatly frustrating circumstances just because they assume that he is so intelligent that he can understand- the frustration may be overwhelming.

*A major goal of this module is to get participants aware of their thinking.

environmental: the toys given this child may be too difficult for his level, but because he appears to be intelligent, others assume he can use advanced toys. Rather, toys on the appropriate level for this child will be explored more intricately than with a more average child.

Slow or partially impaired mental abilities

interpersonal: others may give him messages that they do not trust in his abilities or that they have very limited expectations. This breeds mistrust in oneself. On the other hand, they may also not respect the child's limitations and expect too much of him and in this case as well he will learn to mistrust others and himself.

physical: objects must be designed to minimize frustration from an inability to do things because of impaired mental ability. Appropriately stimulating and challenging objects will develop trust in the world.

Physical restrictions

interpersonal: if others are continually waiting on the child and doing everything for him without allowing him to try to do things on his own, with a moderate amount of struggling involved, then the child will learn to mistrust himself and his abilities.

environmental: if the environment poses unneccessary or avoidable restrictions for this child, then the child will learn to mistrust the world and himself.

ACTIVITY 2:

Although the basic struggle between trust and mistrust occurs at infancy, the results of the struggle are not irreversible. The teacher can design teaching strategies and activities which will develop trust in a mistrusting child.

Think of activities which might help the child to develop trust in himself. If moderate frustration is gradually introduced to the child, if slightly difficult but yet easily attainable activities are given to him, if success is within reach after a

slight stretching to reach it, the child will learn to trust himself-he will learn that he can exert himself and be successful. Gradually, moderate frustration can be introduced to the child. As the child learns to trust that he can do things, more challenging activities can be provided. Also, if the mistrusting child is given recognition for a particular accomplishment, if he is called on first by the teacher or noticed in other positive ways, he will learn to trust himself.

ACTIVITY 3:

Think of activities which might help the child to develop trust in people.

If the teacher is consistent in her behavior and relates fairly to all children, the child will learn to trust her.

If the teacher is caring, and concerned about her students, trust will develop.

If the teacher does not get upset when a child gives a wrong answer and is patient with all children, the children will develop trust.

If children know what is expected of them and if these expectations are reasonable, they will develop trust in people.

ACTIVITY 4:

Think of activities which might help the child to develop trust in his environment.

An environment which is "fail-safe" will breed trust. If a child feels that he can fail safely, without penalty, he will trust that his experiences will not be degrading.

An environment which does not pose any unnecessary obstacles is essential for the development of trust.

EXAMINE THE ABOVE SUGGESTIONS AND THINK OF HOW THEY APPLY EVEN MORE TO THE EXCEPTIONAL CHILD.

ACTIVITY 5:

How should interpersonal relations be designed for the exceptional child so that he can develop trust?

Mentally advanced child
He is treated equally to his peers and the expectations of him are not excessive. He is not made to feel that more is always demanded of him.

Mentally impaired child
The teacher is consistent in his or her behavior. If the teacher does not get terribly upset with the child's wrong answers and allows him or her to fail safely.

Physically impaired child
The teacher does not view his disability as a total handicap which eliminates him from most activities but finds ways to bypass the handicap so that the child can engage in activities like his peers.

ACTIVITY 6:

How should the environment be designed for the exceptional child so that he can develop trust? Activities should be designed which provide the optimum challenge for the individual child. The work should be challenging but not overwhelmingly difficult and neither should it be so easy that it presents no challenge to the child. The environment should not contain unnecessary blockades that can be eliminated.

EVALUATION

1. State characteristics of an individual who trusts other people?
2. State characteristics of an individual who trusts the world around him to be a safe place?
3. State characteristics of an individual who can trust himself to cope with his urges and delay gratification? What would be his tolerance level for frustration?
4. The individual who mistrusts himself, people and the world exhibits the characteristics of the infant who is struggling between trust and mistrust. State these characteristics?

5. An additional sign of mistrust is an individual who still has very strong oral needs. State how children or adults might exhibit strong oral needs?

6. State how a child's exceptionality might hinder his development of trust rather than mistrust?:

a. By overcompensation of others-others feel sorry for the child and therefore try to do everything to please him immediately and do not give him the opportunity to gradually learn that he can delay gratification and trust himself to wait for things.

b. By actual inability to do things-at times the frustration may be too great.

Crisis 2: AUTONOMY VS. SHAME AND DOUBT (1-2½ years)

Background Information

The honeymoon is over! Until now, the infant was dependent, needed his parent, and stayed relatively immobile. People usually knew where he was and the infant could not venture too far from his original location.

But now! The child has a strong urge to become a separate person with wants and desires of his own. He wants to be able to prove that he can do things on his own. This is the "me" period: me do this, me do that. The child is struggling between a feeling that he can indeed do things on his own and a feeling of shame in himself and in his abilities. This child needs gradual, well-guided experiences to enhance development of autonomy and free choice.

This is a period of great curiosity. As the child assumes a vertical position by walking, he suddenly sees a whole world of which he was previously unaware. This child is curious,

not destructive: he bangs, throws, and breaks things as he explores-they are a result of his curiousity.

The "terrible two's" do not have to be terrible. Keep in mind that the child is looking for autonomy. He is attempting to break away from his babyishness. Discipline is necessary, but appropriate discipline, and not harsh discipline. First, remove any unnecessary obstacles such as antiques. Give the child things permissable to explore. View discipline as a means of teaching a child self-control.

This is the period when the child must learn self-control. Self-control in his behavior and in his bowel habits. Power struggles result in obstinacy rather than self-control.

This is the age of magical and literal thinking. This child believes that his wishes will actually come true. Often bad thoughts about parents are a great source of worry. These bad thoughts often occur after the child is disciplined either appropriately or inappropriately.

Provide the child with emancipation, not amputation-let him break away gradually.

Another way to describe the struggle of the child at this age is: I can do things for myself versus I probably can't do it.

ACTIVITY 1:

A person who has shame and doubt about himself often exhibits the characteristics of the young child who is in the period of struggle between autonomy, shame, and doubt. State what some of

these characteristics are: (insecure about self, stubborn, governed by letter/not spirit, loss of self-control).

ACTIVITY 2:

Tell how a child's exceptionality might hinder his development of autonomy so that he becomes more shameful and doubtful? Some hints follow:

Physical:

Significant others do not let him try to do things on his own.

Reasonable limits are not set for him-he is overindulged, rather than taught to develop self control.

Environmental:

He cannot do many things on his own because of his physical restrictions.

Mental:

The objects and materials given to him are too difficult and he is unable to explore the world on his own level.

The environment is insufficiently stimulating and therefore, he ends up doing things he ought not to do, being unfairly restricted.

Others treat him as though his limitations are so great that he cannot do anything on his own and do it all for him.

Social:

Limits are not set for the child and he learns no self-control because he talks his way out of situations.

ACTIVITY 3:

Although the basic struggle between autonomy and shame and doubt has occured by age 2½, the results of the struggle are not irreversible. The teacher can design teaching strategies

and activities which will develop autonomy in a child who feels doubtful or shameful of his ability to do things on his own.

Think of activities which might help the child to feel more confident in his ability to do things on his own. Think of the two year old when he struggles with this problem initially. What are some of his characteristics that must be understood and nurtured appropriately? Hints:

Curiosity:

A need to explore the world - give the child freedom to explore in the classroom.

Desire for independence:

Encourage independence but at the child's level (too much freedom and independence is just as bad as not enough for the child who cannot handle it).

Wants successful encounters yet needs to be able to handle failure:

Give the child opportunity to explore and experiment, allow for trial and error experiences where failure is part of the process and not threatening; create a "fail-safe" environment.

Needs self-control:

Do not get into power struggles with the child. Discipline the child appropriately, thinking of discipline as a means for teaching a child self-control and not as punishment or repayment for a crime.

Wants independence and responsibility:

Provide the child with gradually increasing responsibilities, but gradually, so that the child develops confidence in his ability to assume responsibilities.

ACTIVITY 4:

How should interpersonal relations be designed for the exceptional child so that he can develop autonomy? Hints:

Mentally advanced child:

If others encourage independence on his own level and allow him to advance forward when he is mentally capable of doing so - but at the same time do not allow this child complete freedom to do what he wants and when he wants to merely because he is mentally mature. The "gifted" child must learn self-control and how to fail. Others must challenge him sufficiently so that he must struggle to succeed, but always being sure that success is indeed within reach. Often teachers of exceptionally bright children forget that their students are still children and consequently may expect too much of them.

Mentally impaired child:

Design experiences which will allow this child to succeed with a minimum of struggling - convey faith in the child's abilities. Often this requires a readjustment of the teacher's expectations of the student, i.e., relating to the mentally impaired child as if he or she is mentally hopeless or, on the other hand, expecting too much of the mentally impaired child produces shame and doubt in the child. Allow this child to fail safely but also build success into the system.

Physically impaired child:

Within reason, relate to the child as if he can do things on his own and do not do everything for him either because you feel sorry for him or because you think that he is helpless. Often the physically handicapped individual can find alternate means for accomplishing things which may be restricted by his handicap. Allow this child the freedom to explore the classroom and to deal with the work on his own terms. Let him decide on his limitations, and if after close study, you feel that he is imposing unnecessary limitations on himself, gradually encourage him to venture out more. Make attempts fail safe, convey faith but not pressure in his ability to try.

ACTIVITY 5:

How should the environment be designed for the exceptional child so that he can develop autonomy? Hints:

Mentally advanced child:
Have materials available which will be stimulating and interesting to this child. If the class activity is below the child's academic level, find more advanced material on the same topic. Allow the child to help children who are having trouble.

Mentally impaired child:

Provide materials which are appropriate for his intellectual level and also his interest level. Do not use books of interest to first graders with sixth graders.

Physically impaired child:

Eliminate unnecessary barriers for this child and arrange the classroom in a way which will minimize dependence upon others for assistance (e.g. do not place books where they are unreachable to the child who is confined to a wheelchair).

Crisis 3: INITIATIVE VS. GUILT: (2½ to 5 Years)

Background Information

While the infant was interested in himself or herself and the toddler was interested in the world and how to handle it, the pre-schooler begins to become interested in people.

Curiosity is the main feature of this child:

This is the "why" stage. This child is beginning to put the world together and takes the initiative to ask questions. If his questions are squelched, he or she will feel guilty and afraid to ask. Learning requires initiative such as the child at this age naturally exhibits. If questions are squelched he or she may become a poor learner because of lack of initiative which is necessary for successful learning. Two major foci of his curiosity are sex and death. Often parents and teachers find these topics difficult to deal with and the child's initiative for asking questions is discouraged. The initiative can be discouraged by either no answer or an answer which is far to advanced for the child and thus is incomprehensible to him.

Initiative implies more than independence or autonomy:

Initiative means undertaking tasks and taking risks. This stage's struggle can be described as "it's ok to take risks and make mistakes vs. I'd better not try."

ACTIVITY 1:

Although the basic struggle between initiative and guilt occurs during the preschool years, the results of this struggle are not irreversable. The teacher can design teaching strategies

and activities which will develop initiative in a child who feels guilty about his curiosity and his desire to know about people. Following are some activities which might help a child to develop initiative:

encourage and answer questions
provide new, stimulating experiences
provide trial and error experiences
provide a "failsafe" environment so that the child won't worry if he fails
"why" questions are allowed and discussed

ACTIVITY 2:

State how interpersonal relations should be designed for the exceptional child so that he can develop initiative. Hints:

Mentally advanced:

Answer his questions to the best of your ability. Look up answers when you don't know them but tailor the answer to the child's level. Encourage questions and answer them.

Mentally impaired:

Do not ignore questions because they seem simple. Respect every question and answer it at the child's level of thinking.

Physically impaired:

Encourage the child's curiosity and do not be so over-protective that the child will not venture on his own to find out answers.

ACTIVITY 3:

State how the physical environment should be designed for the exceptional child so that he can develop initiative. Hints:

Mentally advanced:

Provide materials and experiences which are of interest to him and stimulate curiosity. Expose him to new places and ideas, e.g., museums.

Mentally impaired:

Provide interesting but not overly complicated objects for him to explore. Do not buy toys well above his level.

Physically impaired:

Remove all physical barriers that are possible to remove and allow the child some initiative to explore and find things out without restricting him and hovering over him. Needless to say, avoid physically unsafe situations for him or situations that become overly frustrating for his curiosity because of physical limitations.

EVALUATION:

1. State the characteristics of an individual with initiative. (Willing to undertake tasks, curious, exploring, will take risks in order to find things out, not afraid to try, fail, and try again)

2. State the characteristics of an individual who feels guilt rather than initiative? (Shy, withdrawn, not try to initiate new things, afraid to ask questions and to be curious, afraid of making mistakes)

3. State how a child's exceptionality might hinder his development of initiative so that he develops guilt instead?

(Physically impaired: Interpersonal-others don't allow him to venture out on his own and take risks-if his curiosity is squelched by limiting his exploration unnecessarily. Physical barriers hinder his exploration and curiosity to find out about things.)

Mentally impaired:

Interpersonal - his questions are laughed at or ignored for being simplistic.

Physical - objects and opportunities are either too simplistic or too difficult so that he cannot even formulate questions.

Mentally advanced:

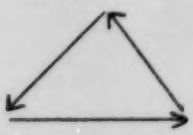
Interpersonal - he is not given answers to his questions because they are too difficult or perhaps the questions are even laughed at for being so cute for coming from a child this age.

Physical - opportunities for him to find answers out on his own are not provided. He is restricted physically in his exploratory activities and stimulating experiences are not provided.

Crisis 4: INDUSTRY VS. INFERIORITY (6-12 years)

Background information

Think of the child at this period in terms of the triangle below:



The sides of the triangle must be connected. Each side has its own direction and will not be complete unless it is connected to the other two sides. The rays of the triangle represent the following situations that children of this age encounter.

Separation from home - breaking away from parents, becoming more independent and realizing that parents are not infallible occurs.

Relating to peers - The feedback from peers has a strong influence upon how the child feels about himself. Groups of same-sex peers, peers like the child, provide a consensus for the child on his worth.

Mastering skills - Intellectual competence is stressed at this period, but physical skills, particularly in games. Social skills are also skills which the child must master at this age in order to feel like a competent individual, like he can do things rather than that he is inferior to others.

ACTIVITY 1:

Children in the elementary years of schooling are struggling with the feelings of industry and the feelings of inferiority.

The teacher can design teaching strategies and activities which will allow students to feel mastery instead of inferiority, whether it is when relating to peers, mastering cognitive skills, or mastering physical skills. What are some of these teaching strategies? Hint-think of the triangle:

Separating from home - provide the child with security in the classroom, let him know the rules and routines initially, assure the child of the mother's return, listen to the child express his concerns.

Relating to peers - provide ample opportunity for the children to work cooperatively with each other and to play informally without outside determination of what and how they should be playing. Encourage informal interactions among children.

Mastering skills - provide learning experiences for each child which present the optimum degree of challenge for the child. Material which is either too easy or too difficult for the child will not produce mastery and competence. Knowledge which is reachable to the child but which requires the child to stretch his mind and struggle (not excessively) a little to reach is most beneficial.

ACTIVITY 2:

Tell how interpersonal relations should be designed for the exceptional child so that he or she can develop a sense of industry rather than inferiority.

Hints:

<u>Mentally advanced child</u>:

Others must relate as though he or she is a perfectly normal person and not someone unique or privileged. The child should be placed in situations in which he or she must interact with and cooperate with other children, regardless of their mental levels. He or she should not be able to escape from difficult interpersonal situations by hiding the face in books.

Mentally impaired child:

Strengths should be subtly brought to the attention of peers so that they can respect the child for his or her strengths. He or she should be encouraged to interact with peers whether they are mentally impaired or not. Forcing constant interaction with much younger children can be detrimental. Adults should relate to this child as though they have confidence in his or her ability to do things and they should adjust their expectations to be appropriate for the child's level.

Physically impaired child:

Others should treat this child as though he or she is capable of doing most things and not stress the child's handicaps focusing only upon what he or she cannot do. Teachers and children must be taught to emphasize the strengths and abilities of the child and not on his handicap.

ACTIVITY 3:

Tell how the environment should be designed for the exceptional child so that he can develop a sense of industry.

Mentally advanced child:

Provide stimulating and interesting books, materials, etc. at his or her level. Allow him or her to stretch to learn, but do not provide overwhelmingly difficult material just because of the high intellectual ability.

Mentally impaired child:

Provide appropriate materials, books, etc. which allow the child to exert some effort in learning but which also provide success in a reasonable amount of time. Provide physical equipment which allows the child to master physical skills.

Physically impaired child:

Eliminate all unnecessary obstacles which might hinder this child developing physical, social and cognitive skills. Design experiences and situations which will by-pass the handicap.

Remember, in order to develop a sense of industry, one is often forced to return to a previous stage of development and change the outcome of that stage's struggle.

EVALUATION

State the characteristics of an individual who has a sense of industry.

1. (He feels that he can indeed master skills and be productive.)

2. State the characteristics of an individual who feels inferior to others. (Passive, withdrawn, feels incompetent, unwilling to try new things because he is afraid he will fail)

3. Tell how a child's exceptionality might hinder his development of industry.

Physically impaired:

Interpersonal - Others may relate to him awkwardly as though he does not belong. They may ostracize him because of his handicap. His parents may not be able to allow him to separate from home because of his handicap. They may be overprotective.

Physical:

This child may be incapable of mastering certain physical skills regardless of the circumstances.

Mentally impaired:

Interpersonal - Other children may make fun of this child and tease him. Teachers may relate to him differently as though he is not worth the effort.

Physical environment:

The child may be incapable of ever mastering certain cognitive skills which the rest of his peers find easy. The book, lessons and experiences provided for the rest of the class may be overwhelming for him.

Mentally advanced:

Interpersonal - This child may escape into mastering cognitive skills at the expense of his social skills. He may retreat into the world of books and fail to interact with his peers. Others may stress his academic excellence and give him a false

sense of superiority. Physical environment - The materials may be insufficiently challenging for this child. In addition, he may not be in an environment which stresses the development of physical skills as well (these are also important at this age).

INTERPRESONAL RELATIONS

from

Sullivan, Harry S. The Interpersonal Theory of Personality. New York: W. W. Norton Co., Inc., 1953.

Infancy (birth to 1 year):

Background Information: The infant's sense of self evolves as a result of his transactions with one significant other, his caretaker. Tenderness, loving, and physical contact with this person are necessary. Although different people may assume the role of caretaker at different times, it is important for all these people to be consistent in the way that they relate to the infant.

ACTIVITY 1:

Tell what approach is important for those who work with young infants? (They should be consistent with each other when relating to the infant, meet his needs when he expresses them, touch him, give him affection.) Think of the exceptional child and how his exceptionality might be affected by the relationship with the caretaker.

Mentally impaired:

The provider may shy away from this child because of his problem - guilt, disgust may cause a lack of positive feedback to the child. The provider should try to overcome any negative feelings and remember that the child is an innocent victim and even more so needs love, affection, and touching.

Physically impaired:

The provider may be afraid to handle this child because of his handicap. This makes the child feel unloved. At times the physical circumstances make it impossible to meet the

child's needs. The provider should seek alternate means for meeting this child's needs for physical contact and should design alternate ways to convey love and affection.

EVALUATION

1. State how an infant might act if he is cared for by consistent, loving, and nurturing people? Hint: Trusting, self-confident, he likes himself.

2. State how an infant might act (or later on a child) if his needs are met inconsistently by cold, uncaring people? Hint: Mistrusting, lacking confidence, not liking himself, low self-esteem.

TRANSITION FROM INFANCY TO CHILDHOOD (1-2 years)

Background Information:

Now the child begins to learn about himself from others besides the caretaker. Language is his outstanding accomplishment and is used as a means for establishing relationships with others.

ACTIVITY 1:

Tell how others should relate to the child who is just learning language. They should reinforce the language that he speaks, providing him with feedback, allow the child ample time to respond to questions and to think about things before responding. The child should be talked to and related to at his own level but without assumptions being made that the child cannot understand words in general, e.g., do not talk about the child in his presence because you think that he doesn't understand.

ACTIVITY 2:

Think of how the child's exceptionality can be handled in such a way as to provide positive feedback to him during this stage of development.

Hints:

Mentally advanced:

Relate to this child at his or her social needs level. Even if he can communicate better than the average child, his or her conceptualization may not be on such an advanced level as it may appear. In regard to self-discipline, do not expect too much of this child because of his precocity. Also, beware not to artifically inflate this child's self-esteem by making him feel like he is the smartest child in the world. When he begins to relate to other children, this over-inflated ego will quickly and painfully deflate.

Mentally impaired:

Respond to the child's verbalizations at his level and do not constantly try to pressure him to do more than he is capable of doing. Speak to him as you would to any child his age but perhaps slow down or simplify your words. Do not talk about the child in front of him just because you feel that he doesn't understand you.

Physically impaired:

The physical impairment should not affect verbal communications unless it involves hearing. In that case, use every alternate means possible to express feelings, ideas, concerns, rules, etc. to the child. Facial expression becomes important. Do not forget to communicate and use other forms of language (e.g. body language) when communicating with this child who needs your feedback as much as anyone else.

EVALUATION

1. Tell how learning language affects a child's relationship with others. Hint: The child can now understand the verbal messages of others, both good and bad and determines how he feels about himself from the verbal feedback which he receives from them.

2. Tell how the child's ability to learn language also affects relationships of others to him. Hint: If he learns it well and can communicate, others may treat him more positively. Speaking to someone often flatters them and the fact that this child can communicate often flatters the listener. The good speaker learns to feel better about himself and often the poor speaker is ignored or

just taken for granted. There is also the danger that the good speaker might be related to in a fashion which is beyond his mental capability and therefore he ends up feeling incompetent.

3. Tell how a child's exceptionality might affect his interpersonal relations at this age. Hints:

Mentally advanced:

This child might receive much attention and positive feedback from others and therefore feel very good about himself. However, others may place unreasonable demands on him because of his verbal precocity. No matter how advanced a two-year old is in communicating with others, his or her conceptualization and understanding is not far from that of the average two-year-old.

Mentally impaired:

Others may not communicate much with him because they feel that this child cannot understand them. The child then receives bad messages about himself by being ignored. On the other hand, others may devote excessive time and effort trying to get him to understand and communicate beyond his ability - the frustration to both parties in this case can only create negative self-esteem in the child.

CHILDHOOD (2-5 years)

Background Information:

Although he is not exposed to peers, this child is dependent upon adult participation. This is the age when adults often take it upon themselves to teach children and children's feelings about themselves are affected by these teaching sessions. Children also like to have adults join them in their play or at least watch them play.

ACTIVITY 1:

Tell what kind of adult participation would provide the most positive feedback about himself to this child. Parents and other adults must design their teaching of this child to be at the child's

level - what they teach him should be stimulating and challenging, but easily reachable. Rote memorization is inappropriate for the child at this age. Manipulation and exploration and concrete learning is appropriate. Provide these kinds of experiences for the child.

ACTIVITY 2

Think of how the child's exceptionality can be handled to provide positive feedback at this age. Hints:

Mentally advanced:

Stimulating activities, but parents should remember that the child is still only a pre-schooler and that his ability to comprehend abstractions will be limited at best regardless of how bright the child is.

Mentally impaired:

This child should also be challenged but at his level. When parents work with him they should have confidence in his abilities to learn but they should not be tense to try to eliminate the child's handicap if it is impossible to do so.

Physically impaired:

Challenge this child appropriately to develop confidence in his ability to achieve. Design learning experiences which circumvent the child's handicap and allow him to learn to use his strengths to compensate for his handicap.

EVALUATION

1. State how a relationship with adults might affect the child's feelings about himself. Hint: When adults are relaxed and provide appropriately challenging learning experiences for the child, the child learns to feel good about himself and his experiences. When the adults do not tailor the child's learning experiences to the ability of the child and their egos (especially parents) get involved in the learning situation, the child may give

up in despair and feel incompetent and unworthy and unloved. Often in cases like this, children fear that the love of the parent is dependent upon successful learning.

2. State how a child's exceptionality might affect relationships with adults. Hints:

Mentally advanced:

Because the child is bright, the parents may assume that he is capable of learning extremely difficult material which may be beyond his level, as high as it might be for his age. The child then feels incompetent and like a failure for disappointing his parents. On the other hand, if parents don't challenge this child sufficiently, then he may also feel incompetent and unworthy.

Mentally impaired:

Parents may act frustrated with this child's limited capability so that the learning sessions and adult participation sessions only provide the child with negative feedback about himself. This can be particularly harmful if the parent desperately tries to overcome or ignore the child's handicap. Also a parent may just ignore this child and this child as any child this age needs adult participation.

Physically impaired:

Others may ignore him because of his inability to accomplish certain tasks and not take into account that they need adult participation, while others may provide this child with too much adult participation and do too many things for him, not allowing him to do them on his own whenever possible.

JUVENILE AREA (5-10 years)

Background Information

School provides this child with new opportunities to elaborate on his feelings about himself and to receive feedback from others beside those in his family. This child now establishes himself beyond the family into the larger society. He now relates primarily

with "compeers", playmates who are like himself. Together with his peers, he collaborates, competes, and cooperates. "In" groups and "out" groups are common at this age.

ACTIVITY 1:

Think of how a child's exceptionality might affect his interpersonal relations at this age. Hints:

Mentally advanced:

This child may escape into books and learning rather than make the efforts to properly socialize with his compeers e.g. peers who are like himself, particularly the same chronological age as he is. His or her aloofness may be either self-imposed or imposed by other children. He may always be in the outgroup because he is different from his classmates. If the child is particularly snobby about his abilities, he may be disliked by the other children and teased. However, if this child knows how to relate to people and had learned the give and take of friendship, he may be extremely popular and a leader.

Mentally impaired:

This child may be ostracized by his peers because he or she is so different. Often children are worried about peers who are so different and at times they fear that this could happen to them. They may make fun of mentally impaired children. At times a mentally impaired child can still excel in something such as physical games and art - then the child may be respected by his peer

Physically impaired:

If this child has had continual contact playing with children and engaging in give and take with them and not using his handicap as an excuse for behavior or an inability to do things, this child will be accepted by his peers and will be able to engage in friendships with compeers and groups of children like himself. However, if he always stands in the sidelines because he fears that he cannot do things and therefore, does not learn how to interact with and play with children, he will be ostracized and constantly in the "out group".

ACTIVITY 2:

Think of experiences that will help the child develop good, healthy interpersonal relations at this age.

Children should have ample opportunity to interact informally with their peers, both in school and outside of school.

They must have the opportunity to engage in the "give and take" of friendships, learning to cooperate, compromise, compete and collaborate. Activities in school which encourage cooperation, competition, collaboration and compromise will help the child develop effective interpersonal relations.

ACTIVITY 3:

Think of how the child's exceptionality can be handled to provide appropriate interpersonal relations at this age.

Mentally advanced:

Do not allow the child to escape from interpersonal relation by burying his nose in books. Encourage peer interactions. These may be difficult for him at first if he is always used to being the best, he will have to learn "give and take", difficult though it may be at first. This includes helping the child to cope with the frustration of not having everything go his way all the time.

Mentally handicapped:

By informing the child's peers about the nature of his handicap and also letting them see the areas in which this child is not handicapped will help the interpersonal relations.

Physically handicapped:

Design activities which do not restrict this child from participation. If those around him do not focus on the child's handicap, the child will devise his own strategies to circumvent his handicap and interact with his peers.

EVALUATION:

1. State what the child looks like who receives positive feedback from his peers and is socializing appropriately?

Hints:

The child interacts with groups of children his own age, with peers who are like himself. He or she may be in the

"in" group at times and in the "out" group at other times but interacts well with peers and is not constantly battling with them. He or she can compete, cooperate, and collaborate with fellow students.

2. State what the child looks like, who does not relate well to his peers and therefore does not receive the necessary positive feedbacks about himself. Hints:

This child may be aloof from his peers, never plays with groups of children. Perhaps he only plays with children much younger or much older than himself but not with children the same age. He cannot cooperate, compete and collaborate effectively with his peers.

PRE-ADOLESCENCE (10-12 years)

Background Information:

This is the stage which marks the beginning of love. The child becomes interpersonally intimate with one friend who is the same sex, a chum. The chums are sensitive to what matters to each other and serve as a sounding board for ideas and feelings. This is also the stage when groups of children form gangs where they collaborate as a cohesive group. Children now become concerned with the other people's self-concepts as well as their own.

ACTIVITY 1:

Tell what kind of interpersonal relationships are healthy for the child of this age. Hints:

> Friendship with one chum, in whom the child confides and shares experiences. Gangs of children who are mutually concerned for each other teach the children the feeling and the concern for another which are part of love.

ACTIVITY 2:

Think of how a child's exceptionality might be handled to provide appropriate interpersonal experiences at this age.

Hints:

Mentally advanced:

Encourage him to establish a friendship with a child like himself. Encourage participation in clubs and groups with which he shares mutual interests.

Mentally impaired:

Provide the child with contact with peers who are like himself.

Physically impaired:

If not convinced that his handicap eliminates him from the world of non-handicapped, this child will often be able to find a chum on his own.

EVALUATION:

1. State what a child looks like who has appropriate interpersonal relations at this age. Hints:

Has one close friend, a chum, of the same sex in whom he confides and with whom he shares information and experiences. May belong to a gang of children like himself and is subject to gang opinion and concerns.

2. State how a child's exceptionality might affect his interpersonal relations at this age. Hints:

Mentally advanced:

He or she may find a peer as gifted and establish a close relationship with this individual. On the other hand the child might be incapable of sharing feelings and concerns with anyone because he or she has retreated into the cerebral world and neglected emotional relationships with people.

Mentally impaired:

This child might find a peer like himself and be able to share some of their experiences and their frustrations. On the other hand this child might become totally ostracized from people because there is no one at his or her level of conceptualization with whom intimate experiences can be shared.

Physically impaired:

This child's handicap need not affect the establishment of a close relationship with another.

COGNITIVE DEVELOPMENT

from

Gardner, H. and Voneche, J. The Essential Piaget, New York: Basic Books, 1978.

This is a theory which is based on the assumptions that cognitive development progresses through stages. Keep in mind the following information about the stages:

a. There is an orderly sequence to the stages. Every child progresses through all of them.

b. The norms or general age spans are approximate.

c. Development is gradual and continuous. There is no sudden transition from stage to stage.

d. The rate of development is influenced by experience - by the kind and range of exploratory experience which the child has.

e. As a child progresses through the stages, his thinking at each stage completes, corrects, and combines with the thinking of earlier stages. New behavior patterns are added to the old like on a pyramid. The behaviors of one stage do not suddenly disappear when the next stage begins.

What does this mean in terms of children's behavior?

a. Do not assume that because a child is a particular age that he is functioning at a particular level.

b. Do not expect a light bulb to light up in the child's head instantly and then he will be in the next stage of thought.

c. Look at the kinds of experiences available to the child. Are they many, varied, and of good quality with respect to his particular level of functioning? Are they appropriate for how he presently can comprehend the world?

d. Examine the child's new behaviors to determine his present state of development. Is he correcting past misconceptions? Is he completing and combining old information, learned previously?

What does this mean in terms of teaching strategies and designing activities for children?

a. Do not assume that because a child is bright, he can skip a particular level of development, or that because he is not bright that he cannot achieve success in the earlier levels of development.

b. Do not use the child's age to judge his thinking.

c. Use Piagetian tasks to observe a child's quality of thinking.

SENSORI-MOTOR (birth-1 year)

Background Information:

The infant learns that objects and people in the world have identities of their own. They exist apart from the child and his or her movement in space. The infant learns through:

a. senses - feel, smell, taste, touch, watch.

b. motor-skills - learns to systematize actions, organize simple movements.

Progression through this stage: In the beginning the world is undifferentiated from himself. Objects and people do not have a concrete existence. They exist only when he sees them. Gradually, through the senses and motor activities, the infant learns that objects and people have an identity of their own.

ACTIVITY 1:

What experiences are necessary for the infant at this age.

Hints:

Safe exploration of the environment. Use bright, colorful, safe, interesting objects that are not overstimulating, incorporating a variety of shapes, textures, smells, etc. Involve the child in games of disappearance and reappearance such as peek-aboo.

ACTIVITY 2:

What experiences might be necessary for the exceptional child?

Mentally advanced:

Same as in Activity 1.

Mentally impaired:

Be sure that the environment is not over-stimulating. Allow the child ample time to explore the objects with all his senses.

Physically impaired:

Provide activities that will circumvent the handicap and allow the child ample exploration with emphasis on the senses which he does possess.

EVALUATION:

1. State how the infant learns at this age? Hint: Use of touch, feel, smell, sight, taste, use motor skills.

2. State how the exceptional child might be affected by an exceptionality at this age? Hint:

Mentally impaired:

Motor skills, or exploratory skills may be minimal.

Physically impaired:

Cannot touch, feel, use motor skills, etc.

PRE-OPERATIONAL (4-7 years)

Background Information:

The groundwork for concept formation and preparation for the organization of concepts occurs at this stage of cognitive development.

Progression through this stage involves development of arbitrary associations and basic relationships. The child learns through physical manipulation and exploration of concrete objects, trial and error problem solving, limitation, makes comparisons, sees differences and similarities. Experience is essential. The child's quality of thinking is described below:

egocentrically- sees self at center of things from own point of view.

perceptually - interprets the world "what you see is what you get" - bases interpretations through seeing, hear, touch, movement. Focuses on one thing at a time - one dimension of a situation. Does not see relationships among dimensions.

Progression through this stage involves initial learning of language and forming of mental symbols that stand for absent things or events. The child begins to master symbols such as words and digits. At first there is random exploration. Then at about 4 years the child begins to use intuition to figure things out. However, there is no evidence of clearly, well-planned reasoning. He or she cannot give reasons for why things are the way they are. Pre-operational-pre-conceptual.

ACTIVITY 1:

Tell what experiences are necessary for the child who is at this stage of development? Hints: physical manipulation and exploration, wide and varied materials (size, shape, color, etc.), opportunities to learn by trial and error should be provided.

ACTIVITY 2:

Tell what experiences might be necessary for the exceptional child. Hints:

Mentally advanced:

encourage physical manipulations, etc. just as with any child this age - do not stress rote memorizations.

Mentally handicapped:

provide opportunities for physical exploration.

Physically handicapped:

provide activities which provide him with adequate manipulatory activities and which will enable him to explore the world in a trial and error fashion while circumventing his handicap.

EVALUATION

1. State how a child thinks who is functioning at the pre-operational level of development. Hint: egocentrically, perceptually, focusing on one element at a time.

2. State how a child at the pre-operational stage learns. Hint: By manipulating objects physically and exploring the world, trial and error problem solving, limitation, making comparisons, experience with many and varied concrete objects.

3. State how a child's exceptionality might affect his development at this stage. Hints:

Mentally advanced:

This child may not be provided with opportunities to physically explore the world because others feel that he is ready for more advanced concepts. No matter how bright the child, he or she must still experience the manipulations, etc. of this stage. Often this child is taught rote memorization such as counting because he has a good memory. However, these memorizations are virtually meaningless when concept development is concerned.

Mentally impaired:

The need for repetition and not overly stimulating objects must not be neglected. Often this child may not be presented with the opportunity to manipulate objects of varying size, color, etc. because others feel he needs very babyish toys.

Physically impaired:

This child may not be able to physically explore the world.

CONCRETE OPERATIONAL (7-11 years)

Background Information

Operations are activities of the mind which deal with structures or patterns in the mind. Operations involve mental manipulations of the images or thought processes and

may be equated with reasoning. Concrete operations involve using concrete materials to aid the individual in thinking logically. His or her thinking is guided by contact with real things and actual situations. At this stage the child learns concepts, e.g. number, color, shape, form, size, length, texture, function, sound, weight. Learning occurs via reading coupled with physical exploration and experimentation with objects including constructive play. Thinking is focused on several dimensions at the same time. He can reason and is not perceptually oriented. She can understand changes and what is involved in them on a concrete level.

ACTIVITY 1:

Tell what experiences are necessary for the child who is at this stage of development. Hints: reading, experimenting with objects providing some direction - not random exploration, and experimentation.

ACTIVITY 2:

Tell what experiences might be necessary for the exceptional child. Hints:

Mentally advanced:

Use enrichment type readings and experimentation.

Mentally impaired:

Use readings and experimentation that involve minimal complexity.

Physically impaired:

Use experimentation that will curcumvent the handicap but at the same time foster the development of the concepts concerned.

EVALUATION:

1. State how the child thinks who is in the concrete operational level of cognitive development.

2. State how a child's exceptionality might affect his development at this stage. Hints:

Mentally advanced:

He may neglect the need to concretely deal with certain objects and ideas. He may resort to reading about everything and them miss a basic kind of understanding.

Mentally impaired:

He may be incapable of reasoning things out in this level - reading to obtain information may be a very long, slow process.

Physically impaired:

Certain concrete experimentation may be beyond this child's physical abilities.

FORMAL OPERATIONAL (11 on)

Background Information

This is the stage of logical operations in the mind without the need for concrete materials. The individual can think without reference to actual objects or events in the real world. The individual can now hypothesize and work out logical consequences such as number, space, time, quality. Hypothetical deductive reasoning is possible and the child can analyze and synthesize.

ACTIVITY 1:

Tell what experiences and activities are appropriate for the child who is functioning at this level. Hint:

Opportunities to experiment, hypothesize, draw conclusions, read widely.

ACTIVITY 2:

Tell what experiences might be necessary for the exceptional child. Hints:

Mentally advanced:

books and resources on a very high level, a level of his own choosing.

Physically impaired:

elimination of restrictions which would bar him from opportunities to experiment and deduce information.

EVALUATION:

1. State how the child who is functioning at this stage thinks?

2. State how a child's expectionality might affect his thinking at this stage? Hints:

Mentally impaired:

He or she is probably incapable of reaching this stage if he is retarded.

Physically impaired:

Certain areas may be restricted because of the physical impairment, but by now the child has hopefully learned to circumvent his handicap.

AN INSTRUCTIONAL MODEL FOR TRAINING LEA SUPERVISORS TO ASSIST IN TRAINING TEACHERS IN BEST PRACTICES AND EXEMPLARY MODELS FOR EDUCATING HANDICAPPED STUDENTS IN THE LEAST RESTRICTIVE ENVIRONMENT

MODULE III

COOPERATIVE TEACHING AMONG REGULAR AND SPECIAL EDUCATORS

SOUTHEAST
REGIONAL
RESOURCE
CENTER

AUBURN UNIVERSITY AT MONTGOMERY
MONTGOMERY, ALABAMA 36117

SUPPORT PROGRAMS FOR HANDICAPPED CHILDREN

Module III

Cooperative Teaching Among Regular and Special Educators*

STRAND: Developing

INTRODUCTION:

Two prime concepts, appropriate education and least restrictive environment, provide new and sharp foci for the education of exceptional children. No longer are major considerations: what special class?, what grade level?, which teacher?, in what room?. No longer are regular and special educators referring students to each other's programs. The focus shifts from school, its personnel, its classrooms, and its programs to the student and his learning needs. The functions of education programming: evaluating for an appropriate education, planning for an appropriate education, and implementing an appropriate education in the least restrictive environment require a change in thinking and planning patterns of regular and special educators. Previous administrative and supervisory areas of responsibility -- the nature of learner, content (purpose, goals, objectives), and instruction (methodology, physical environment, personnel) must now merge meaningfully into smooth flowing patterns of educational provision. In order to accomplish this personnel responsible must establish cooperative working relationships striving toward a common goal, or, a unitary approach.

GOAL: Demonstrate strategies for facilitating cooperative work relationships among regular and special educators.

*This module was developed with the aid of Vince Yamilkoski.

OBJECTIVES:

1. Give evidence of knowledge pertaining to the performance of both regular and special educators in the planning and providing of education to exceptional children in least restrictive educational environments including:
   a. special education program areas, delivery models, and procedures.
   b. roles and functions of regular and special educators in the delivery of services.
2. Give evidence of knowledge pertaining to goal oriented behavior in group processes and the development of this behavior including:
   a. The IEP process and the tasks of individual committee members in developing and implementing an IEP.
   b. The roles and functions of leadership personnel from regular and special education in providing an appropriate education for handicapped students.
   c. cooperative or unitary programming.
3. Give evidence of knowledge pertaining to the strategies for developing communication among regular or special educators, leadership personnel and teachers, and in group processes, i.e. IEP planning and implementing.
4. Give evidence of being able to participate in:
   a. the development of LEA policies concerning special education procedures and communicate these policies to staff.
   b. communication with regular and special educators pertaining to roles and functions of each and to each other.

c. the facilitation of communication between regular and special educators, especially among IEP members.

5. Give evidence of being able to:
   a. function in a cooperative or unitary manner.
   b. encourage and facilitate the performance of others in a cooperative or unitary manner.
   c. facilitate cooperative instructional planning among regular and special educators.
   d. facilitate the development and implementation of an IEP.

6. Give evidence of being able to:
   a. relate to the human needs of persons participating in an education setting for exceptional children.
   b. recognize the merit of the performance of others in a cooperative or unitary setting.

INSTRUCTIONAL ACTIVITIES:

Activity 1:

Questions: 1. What programs (including administration, service, etc.) are involved?
What personnel are involved?
What facilities are involved?
What procedures are involved?

2. What interactions must occur between person?
What are controllers of these interactions, i.e. people, space, time?
Who or what are controllers (facilitators or non-facilitators) of interaction?

Actions: 1. Discuss within the framework of schools in general: rural-urban, large-small, etc.

2. Discuss possible agents conducive to change or aversive to change.

3. For your own use only - prepare a description of your school and/or school system within the context of the above. The present in relation to the ideal.

Resources:

Georgia Special Education Annual Program Plan, PL 94-142. Atlanta, GA: Georgia Department of Education, 1979.

Turnbull, A. P. and Schulz, J. B. Mainstreaming Handicapped Students (Chapter 2). Boston: Allyn and Bacon, Inc. 1979.

Film: Public Law 94-142: Equality of Opportunity. Greensburg, PA: Instructional Media Services.

Activity 2:

Discuss: What is goal oriented behavior?

What are: purposes of education?

goals of education?

objectives of education?

How are the above derived? What are the roles of teachers, supervisor, administrator? What directs the behavior of teachers, supervisors, administrators?

Prepare working paper: developed during module

What are perceived consonant and disonant factors pertaining to the education of exceptional students in the mainstream; the planning for it? What is group process? How does it relate to the education of exceptional students? Discuss at end of module.

Prepare: For identified exceptional students from your school system, identify learning needs; the different persons who could provide it; and what would be required to get these people together. How can leadership personnel from regular and special education function to facilitate the above? For your use only-relate the questions above to your school and/or school system.

Resources:

Shotick, Andrew L. & Rhoden, Jane O. "A Unitary Approach: Programming for the MR, Mental Retardation, 11, 1, 1973, p. 35-38.

Fenton, Kathleen S., Yoshida, Roland K., Maxwell, James P. & Kaufman, Martin J. "Recognition of Team Goals: An Essential Step Toward Rational Decision Making," Exceptional Children, 45, 8, 1979, p. 638-644.

Cochrane, Pamela V. & Westling, David L. "The Principal and Mainstreaming: Ten Suggestions for Success," Educational Leadership, 34, 7, 1977, 506-510.

Nevin, Ann. "Special Education Administration Competencies Required of the General Education Administrator," Exceptional Children, 45, 5, 1979, p. 363-65.

Raske, David E. "The Role of General School Administrators Responsible for Special Education Programs," Exceptional Children, 45, 8, 1979, p. 645-46.

Activity 3:

Discuss: Problem solving in education.

Group processes in problem solving in reference to -

Reactions of regular and special educators to PL 94-142.

Problems arising in the schools because of PL 94-142.

Processes used in and solutions derived.

State of Georgia Program Plan.

Resources:

Likert, Rensis. The Human Organization. New York: McGraw-Hill Book Company, 1967.

Maslow, Abraham H. Motivation and Personality. New York: Harper and Row, 1954.

McGregor, Douglas. The Human Side of Enterprise. New York McGraw-Hill Book Company, 1960.

McGregor, Douglas. Leadership and Motivation. New York: McGraw-Hill Book Company.

Miles, Raymond E. "Human Relations or Human Resources?" Harvard Business Review, 43, (4), 1965, p. 148-63.

Roubinek, Darrell L. "Will Mainstreaming Fit," Educational Leadership, 35, 3, 1978, p. 410-12.

Sergiovanni, Thomas J. "Human Resources Supervisor," In Thomas Sergiovanni (ed.), Professional Supervision for Professional Teachers. Washington, D.C.: ASCD, 1975.

Sexton, Michael J. and Switzer, Karen Dawn Dill. "Educational Leadership: No Longer a Potpourri," Educational Leadership, 35, 1977, p. 19-24.

Activity 4:

Be familiar with in order to be able to discuss and participate in group activities:

PL 94-142

Regulations for PL 94-142

The State of Georgia Plan for Exceptional Children

The Local School District Plans for Exceptional Children

IEP Planning

Discuss: Desired goals for exceptional children through an array or continuum of service and barriers to achievement of the goals.

Participate in group activities:

Identifying barriers.

Possible means to overcoming barriers.

Making decisions on alternative means to overcome barriers.

Plan: In-service activities to communicate these alternatives to regular and special educators concerning their roles and involve them in planning and decision making process.

Activity 5:

Case studies representing students with varying exceptionalities and combinations of exceptionalities, degrees of exceptionalities, and in different school settings.

Reisman-Shotick IEP Planning Process

Participate in groups to:

Identify impact of generic factors on learning

Select educational goals

Specific educational objectives

Performance objectives

Identify means to meet these objectives (persons, places, materials - all resources)

Activity 6:

Materials previously used:

Maslow

McGregor

Miles

Sergiovanni

Discuss:

Acceptance of persons.

Value of persons vs.professional domain.

Differing facilities of persons for self-expression.

Encouragement of persons in a group process.

Critique of contributions of persons in a group process.

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MODULE IV

THE SUPERVISOR AS A CREATIVE PROBLEM SOLVER

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SUPPORT PROGRAMS FOR HANDICAPPED CHILDREN

Module IV

The Supervisor as a Creative Problem Solver

STRAND: Developing

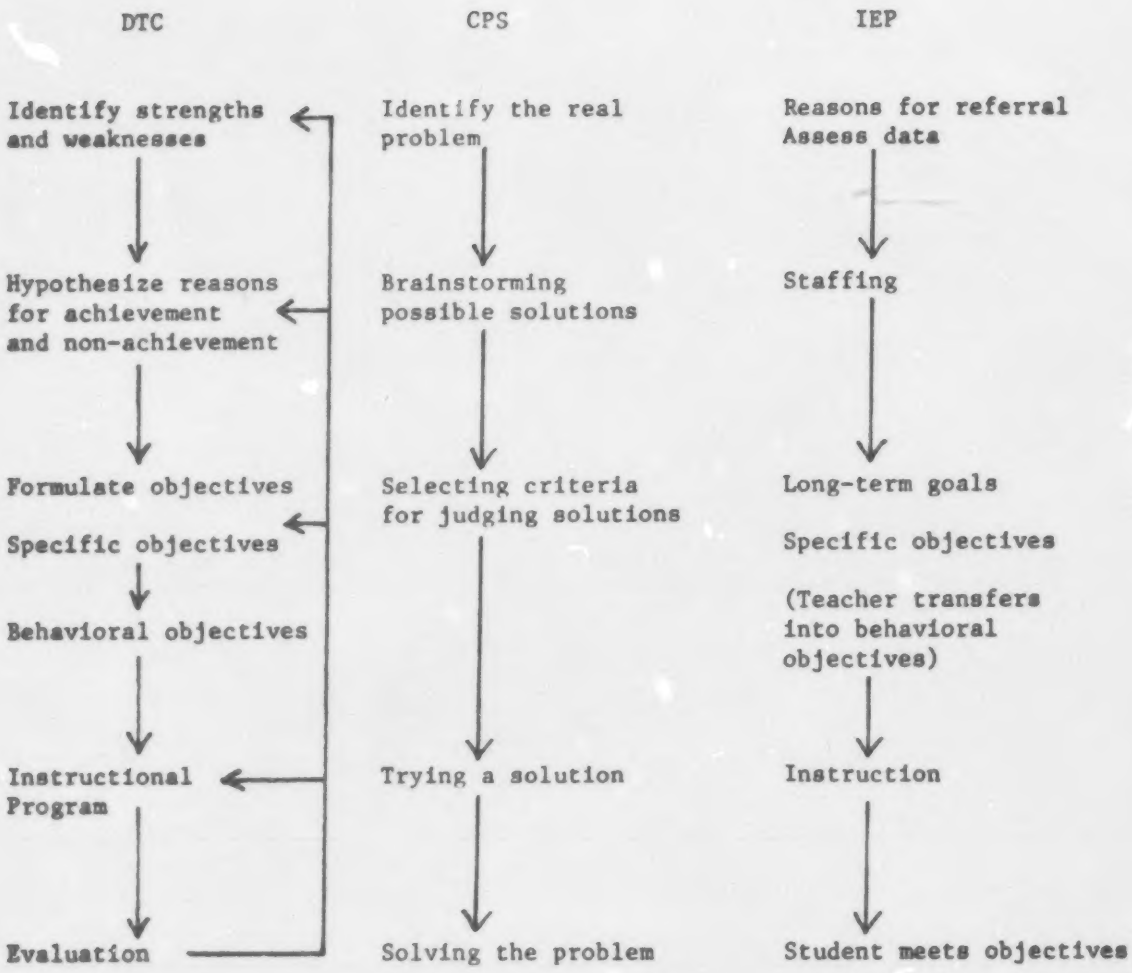
INTRODUCTION:

Why should system level personnel be concerned with developing ability to engage in creative problem solving? Mainstreaming has brought about new and sometimes frightening experiences for both regular classroom and special education teachers. Both are undergoing role changes to a certain degree. Problems are arising for which there are no answers since mainstreaming is new to many teachers. Supervisors who are original in their thinking, fluent in generating ideas, flexible in their thinking, and resist coming to premature closure in decision making are able to identify solutions to such problems.

The creative problem solving process used in this model is closely related to the Diagnostic Teaching Cycle that underlies Module V. This similarity is pointed out in Chart I. The process for developing the competency in this module is patterned after work of E. Paul Torrance (1979). Creative problem solving involves five steps:

1. a. Sensing that there is a problem.
   b. Identifying the <u>real</u> problem.
2. Generating alternative solutions.
3. Evaluating these solutions by a set of criteria.
4. Selecting a solution and trying it.
5. Evaluating the solution's effectiveness in terms of whether or not the problem is alleviated.

Chart I


DTC
CPS
IEP
Identify strengths and weaknesses
Hypothesize reasons for achievement and non-achievement
Formulate objectives
Specific objectives
Behavioral objectives
Instructional Program
Evaluation
Identify the real problem
Brainstorming possible solutions
Selecting criteria for judging solutions
Trying a solution
Solving the problem
Reasons for referral
Assess data
Staffing
Long-term goals
Specific objectives
(Teacher transfers into behavioral objectives)
Instruction
Student meets objectives

GOAL: Demonstrate creative problem solving (CPS) skills.

OBJECTIVES:

1. Demonstrating skill in sifting out the real problem from a set of confounding issues or apparent problems.
2. Having selected a specific problem for attack, generate many feasible solutions.
3. List a set of criteria for judging each of the possible solutions.
4. Form a "solution - criteria" grid; weigh each of the criteria on the basis of importance to the problem; and select a particular solution for implementation.
5. Evaluate the effectiveness of the solution by observing whether or not it made a difference in alleviating the problem.

INSTRUCTIONAL ACTIVITIES:

Activity 1: Identify a teacher who is resistant to having an exceptional child mainstreamed into his or her classroom. Generate a list of possible reasons that might underlie this resistance. Ask the teacher to develop his or her own list. For example, is the teacher feeling inadequate? put upon? overwhelmed? Does the teacher have a negative attitude toward the handicapped? Is the teacher aware of why he is resistant or is the problem one of lack of awareness on the teacher's part? Compare yours and the teacher's lists of possible real problems. Discuss the lists of hypotheses as to the real problem with the teacher.

Decide upon the real problem as a team - the supervisor and the teacher. (Relates to Objective 1.)

Activity 2: Select a problem and brainstorm alternative solutions. Read the following to find out the rules of brainstorming: Torrance (1979), Osborn (1963), Parnes, Noller, or Biondi (1977), and Noller, Parnes, and Biondi (1976). The four rules of brainstorming are listed in Torrance (1979) as follows:

a. No negative criticism; defer judgment until a large number of alternatives has been produced.
b. Freewheeling is desired; the wilder the ideas the better.
c. Quantity is desired; include the small, obvious alternatives as well as the wild, unusual, clever ones.
d. Combine alternatives and hitchhike upon alternatives to produce new ones. (Relates to objective 2.)

Activity 3: Alternative solutions to the problem selected in Activity 1 should now have been listed. Some of these will satisfy the situation more than others. Why? Because some of the solutions meet criteria that are more important. Therefore, it is necessary to become aware of such criteria and list them so they may be used to judge the possible solutions. Examples of criteria include:

a. cost in time
b. cost in money
c. cost in human energy
d. feasibility
e. practicality

f. acceptance to policy of administrators, school board, teachers, community, etc.

g. relevance to situation

h. relevance to problem

i.

j.

(Relates to objective 3)

Activity 4: A table in the form of a grid can now be formed with the set of solutions listed along the left side and the criteria across the top as shown:

Solutions	Cost in Money	Cost in Time	Feasibility	Relevance	Totals
1. Learn more about the children through inservice.	5	5	5	4	19
2. Take courses on exceptional children.	2	2	4	5	13
3. Engage in socio-drama techniques.	3	3	3	2	11
4. Leave teaching for other work.	1	1	1	1	4
5. Practice creative problem solving.	4	4	2	3	13

For a set of five possible solutions assign weights of from 1 to 5 for each of the criteria, with satisfactory criteria receiving heavier weightings. For example, the most weight, five, would be assigned if the cost in money is acceptable, cost in terms of time is satisfactory, if solution is feasible, and if solution has relevance for the problem. The totals column will be found by summing in a horizontal direction across criteria as shown in the grid. The totals column helps to narrow selection of solutions. (Relates to objective 4.)

Activity 5: Select one of your possible solutions for implementation. After an appropriate length of time evaluate your solution in terms of whether it is helping to alleviate the problem you had selected. If not, then reinitiate the creative problem solving process. (Relates to objective 5.)

RESOURCES FOR FURTHER STUDY:

Torrance, E. Paul. The Search for Satori & Creativity. Buffalo, New York: Creative Education Foundation, 1979. (May be ordered from Creative Synergetic Associates, Ltd., 4623 - 261st St., Great Neck, NY 11020, single copy $8.95 plus postage.)

Arieti, Sylvano. Creativity: the Magic Synthesis. New York: Basic Books, 1976.

Osborn, A.F. Applied Imagination. 3rd Edition. New York: Scribners, 1963.

Parnes, S. J., Noller, R. B., & Biondi, A. M. Guide to Creative Action. New York: Scibners, 1977.

Noller, R. B., Parnes, S. J., & Biondi, A. M. Creative Action-book. New York: Scribners, 1976.

EVALUATION ACTIVITIES:

Objective 1: In your role as supervisor of a group of teachers who are now involved in mainstreaming one or more handicapped students into the regular classroom you are involved in developing creative problem solving skills. You may or may not believe this to be a worthwhile venture. If you buy into creative problem solving as worthwhile, you may have to work with one or more teachers who do not. In either case, it is important to be aware of why you or teachers are not willing to learn this skill. List

reasons why creative problem solving is not acceptable. Discuss your list with other supervisors and with teachers. Sift out the reasons, and list what appears to be the real problem in selling creative problem solving as a necessary skill.

Develop a checklist of possible problems that a supervisor would encounter as he or she attempts to engage teachers to use CPS as a strategy in teaching handicapped children in regular classrooms. Use this checklist with teachers to help diagnose their attitudes toward developing this skill.

Objective 2: Develop a list of possible solutions for the problem of engaging teachers in becoming creative problem solvers.

Objective 3: Categorize the solutions developed in objective 3 according to salient criteria. For example solutions that best resolve attitudinal problems; solutions for teachers who lack knowledge of how to make instruction more concrete, etc.

Objective 4: Describe to teachers how to form a solution - criteria grid. Then collect grids from several teachers to determine how well you are describing this component of the CPS process.

Objective 5: Write a vignette about a child who is mainstreamed into a teacher's class. Incorporate a problem situation. Ask five teachers to read the vignette and

have them list three problems that they read into your simulation: one problem from their point of view; one problem from the handicapped child's perspective; and one problem from the perspective of other students in their classroom. Then guide them through the following steps and record the process in written form:

a. Identify three real problems from the three viewpoints as instructed. Select one of the problems for solution.

b. Produce alternative solutions to the problem selected.

c. Select criteria for evaluating the solutions.

d. Weigh the solutions using a criteria-solution grid.

e. Interview each of the teachers in regard to their awareness of how they now believe they can engage in creative problem solving.

AN INSTRUCTIONAL MODEL FOR TRAINING LEA SUPERVISORS TO ASSIST IN TRAINING TEACHERS IN BEST PRACTICES AND EXEMPLARY MODELS FOR EDUCATING HANDICAPPED STUDENTS IN THE LEAST RESTRICTIVE ENVIRONMENT

MODULE V

DIAGNOSTIC SUPERVISION

SOUTHEAST
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AUBURN UNIVERSITY AT MONTGOMERY
MONTGOMERY, ALABAMA 36117

SUPPORT PROGRAMS FOR HANDICAPPED CHILDREN

Module V

Diagnostic Supervision

STRAND: Diagnosing

INTRODUCTION:

Why should system level personnel be concerned with developing ability to engage in diagnostic teaching? As supervisors carry on support activities for teachers with whom they work, they often apply some of the same skills that effective teachers use with students. One cluster of such skills involves competence in diagnostic teaching. Reisman (1978) described diagnostic teaching as a five component cycle including: Identifying, Hypothesizing, Developing Instructional Goals and Objectives, Implementing the Instructional Goals, and Evaluating.

The supervisor must identify strengths and weaknesses concerning his or her own knowledge of teaching students with special educational needs and next be able to identify the strengths and weaknesses of teachers in their abilities to do this. Unless the supervisor is aware of salient issues which concern a teacher involved in working with an exceptional child, he or she is not in a strong position to help. Furthermore, the supervisor must be aware of resources to suggest to the teacher in need of help. Such resources may involve suggesting relevant readings, providing inservice activities for teachers, and accumulating instructional materials to facilitate the teacher's roles.

The supervisor must generate hypotheses as to possible causes of teachers' weaknesses in teaching exceptional children in order to formulate goals for alleviating such weakness. The hypothesizing component of the Diagnostic Teaching Cycle may need to be directed to the supervisor in some instances to determine why one's supervisory behavior is not effecting a change in a teacher's behavior with special educational needs students.

Next, after problems have been identified, strengths have been pointed out, and weaknesses isolated, hypotheses are generated to serve as clues for developing solutions for helping a particular teacher or group of teachers involved in teaching exceptional students in the regular classroom. The supervisor must next engage the teachers in goal setting. The supervisor also must set his or her own goals for facilitating teachers' growth. After the long term goals are set, they must be analyzed into manageable components and sequenced according to their order of attainment. Each of these goal components must then be translated into one or more observable objectives in order for the supervisor to evaluate whether the teacher has developed the needed skill or competence that was here-to-fore lacking. These goals, goal components, and observable objectives form the structure of the supervisory program that the supervisor will engage in with the teacher(s).

Finally, the supervisory program that evolved from the identifying, hypothesizing, and goalifying components of the

diagnostic teaching cycle is implemented and evaluation activities ensue.

Evaluation in Reisman's model of diagnostic teaching is both formative and summative in nature. Formative evaluation occurs throughout the Diagnostic Teaching Cycle and serves as ongoing feedback. Summative evaluation activities are directed to the effectiveness of the supervisory program that evolved from the goals.

GOAL: Demonstrate diagnostic supervisory strategies.

OBJECTIVES:

1. Demonstrate skill in identifying relevant strengths and weaknesses of teachers engaged in instruction of exceptional children in the mainstream.
2. Demonstrate ability to hypothesize reasons for teachers' strengths and weaknesses related to their instruction of exceptional children in the mainstream.
3. Demonstrate skill in identifying long term goals that underlie the supervisory activities necessary to help a teacher or group of teachers improve their competence in mainstreaming.
4. Demonstrate ability to analyze a long term goal into manageable components and sequence these components in an effective supervisory curriculum.
5. Demonstrate ability to translate a goal component into observable objectives in order to evaluate teacher performance as well as the effectiveness of the supervisory activities.

6. Demonstrate ability to translate the goals, goal components, and observable objectives into a supervisory program.
7. Demonstrate skill in evaluation of the effectiveness of the supervisory activities directed to facilitating teachers' abilities related to teaching exceptional students in the mainstream.
8. Demonstrate skill in applying the diagnostic teaching cycle model to one's own supervisory effectiveness.

INSTRUCTIONAL ACTIVITIES:

Activity 1: Observations.

Identify a student who receives instruction both in a resource room and in a regular classroom for portions of the day. List instructional techniques that are unique to the resource teacher that you do not observe in the regular classroom situation. Do the same for the regular classroom; list instructional techniques employed with the student that are unique to the regular classroom environment. Meet with both of the teachers observed and ask each to explain whether or not the instructional procedures used in one instructional environment might be generalized to the other. This discussion should help the supervisor and the two teachers become aware of problems involved in applying resource room techniques to mainstreaming situations and vice versa. Repeat with other exceptional students and their teachers. (Relates to all objectives.)

Activity 2: Observations.

Identify a regular classroom teacher who has made it known that he or she feels very comfortable with the concept of mainstreaming. Observe this teacher's behavior during mainstreaming activities. Repeat with other teachers who are comfortable with mainstreaming. (Relates to objectives 1,2,7.) List 5 behaviors common to all.

Activity 3: Observations.

Identify a regular classroom teacher who has made it known that he or she feels very uncomfortable with the concept of mainstreaming. Observe the teacher's behavior during mainstreaming activities. Repeat with other teachers who are uncomfortable with mainstreaming. List 5 behaviors common to all. (Relates to objectives 1,2,7).

Activity 4:

Develop criteria for identifying strengths and weaknesses. Utilizing the data from activities two and three above, list behavior observed under the two conditions; comfortable and uncomfortable with mainstreaming. Confer with a wide variety of teachers -- at all relevant grade levels, regular classroom, and resource -- and obtain a consensus of which of the criteria developed from observational lists the teachers believe to be most salient for purposes of identifying their strengths and weaknesses as they work with exceptional children in the mainstreaming. (Relates to objectives 1,2,7,8).

Activity 5: Read.

Reisman, Fredricka K. A Guide to the Diagnostic Teaching of Arithmetic. Columbus, Ohio: Charles E. Merrill Publishing Company, 1978, Chapter One.

List other readings on diagnosing strengths and weaknesses. As a result of these readings develop a list of hypotheses that may be used to explain teachers' strengths and weaknesses as they are engaged in teaching exceptional students in the regular classroom. (Relates to objectives 1,2,3,7,8).

Activity 6: Evaluating.

Administer appropriate instruments to evaluate teachers' attitudes toward mainstreamed students. A suggested approach is described in the following sources:

Reisman, Fredricka K. A Guide to the Diagnostic Teaching of Arithmetic. Columbus, Ohio: Charles E. Merrill, 1978.

Reisman, Fredricka K. Diagnostic Teaching in Elementary School Mathematics. Skokie, Illinois: Rand McNally Publishing Company, 1977, Chapter Five. (Relates to objectives 1,2,3).

RESOURCES FOR FURTHER STUDY:

Read for Activity 5:

Blake, Kathryn A. Teaching the Retarded. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974, Chapters Eleven and Twelve.

Clarizio, H.F. and McCoy, G.F. Behavior Disorders in Children. N.Y.: Thomas Y. Crowell Co., 1970, Chapter Twelve.

Hallahan, D.P. and Kauffman, J.M. Exceptional Children. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978, (In each chapter read the section entitled: "Educational Considerations for the (category of exceptionality)".

Hewett, F. M. and Forness, S.R. Education of Exceptional Learners. Boston: Allyn and Bacon, Inc., 1977, Chapters Ten, Eleven, Twelve, Thirteen, Fourteen, and Fifteen.

Hobbs, Nicholas. The Futures of Children. San Francisco, California: Jossey-Bass Publishers, 1976, Chapter Three.

Hogan, John C. The School, The Courts, and the Public Interest. Lexington, Massachusetts: D. C. Heath and Company, 1974, Chapter Five.

Kneedler, R. D. and Tarver, S. G. Changing Perspectives in Special Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1977, Part 3.

Long, N. J., Morse, W. C., Newman, R. G. Conflict in the Classroom: The Education of Emotionally Disturbed Children. Belmont, California: Wadsworth Publishing Co., Inc., 1976, Chapters Four, Five, and Six.

Meyen, E. L. Vergason, G. A., Whelan, R. J. Instructional Planning for Exceptional Children. Denver, Colorado: Love Publishing Company, 1979, Part 1 - Assessment, pp. 3-137.

Meyen, Edward L. Exceptional Children and Youth. Denver, Colorado: Love Publishing Company, 1978, Chapter Three.

Moran, M. R. Assessment of the Exceptional Learner in the Regular Classroom. Denver, Colorado: Love Publishing Company, 1978, Chapter Two.

Pasanella, A. L. and Volkmor, C. B. Coming Back... Or Never Leaving. Columbus, Ohio: Charles E. Merrill Publishing Company, 1977, Chapter Three.

Reynolds, M. C. and Birch, J. W. Teaching Exceptional Children in All America's Schools. Reston, Virginia: The Council for Exceptional Children, 1977, Chapter Three.

Read for Activity 6:

Meyen, E. L., Vergason, G. A., Whelan, R. J. Instructional Planning for Exceptional Children. Denver, Colorado: Love Publishing Company, 1979, Part 3 - Evaluation, pp. 349-468.

Pasanella, A. L. and Volkmor, C. B. Coming Back ... Or Never Leaving. Columbus, Ohio: Charles E. Merrill Publishing Company, 1977, Chapter Four.

EVALUATION ACTIVITIES :

Objective 1:

Develop a checklist for observing strengths and weaknesses of teachers as they are engaged in teaching one or more special needs students. Ask teachers under your supervision to state their agreement or disagreement with items on the checklist. Criteria for judging items include: relevance to task; consideration of present level of competence of those to be judged, i.e. fairness criterion; agreement or consensus as to importance of item contents to task; and satisfactory level of objectivity allowed for by the items.

Objective 2:

After observations of five teachers, discuss with them the hypotheses generated. Judge hypotheses for accuracy by degree of agreement by teachers involved.

Objectives 3, 4, 5, 6:

Work with a teacher who is demonstrating low level competence in instruction of special needs students to develop three goals, 3 components of each of these goals, and 3 observable objectives for each of the broad goals. Help this teacher form a self-help program for strengthening his or her instruction of this student or group of students.

Objective 7:

Evaluate the program developed in the previous activity according to the following criteria:

a. Are the goals feasible given time and fiscal conditions?
b. Are the necessary supports for the teacher available?
c. Does the teacher buy into the plan?

Objective 8:

Write an autobiography entitled, "My Growth as a Supervisor of Teachers Who Are Mainstreaming Handicapped Children". Develop this essay along the components of Reisman's Diganostic Teaching Cycle. Include your awareness of how you can better identify strengths and weaknesses in yourself as a supervisor of teachers involved in mainstreaming. List and discuss hypotheses as to why you believe this growth has come about. Discuss the goals you had set for yourself during progress through this module. Tell why you selected the goals you chose and evaluate them as to their importance in helping you grow. Describe how you implemented your goals and objectives. Finally, evaluate where you are now in your supervisory competence and list goals you still wish to accomplish.

AN INSTRUCTIONAL MODEL FOR TRAINING LEA SUPERVISORS TO ASSIST IN TRAINING TEACHERS IN BEST PRACTICES AND EXEMPLARY MODELS FOR EDUCATING HANDICAPPED STUDENTS IN THE LEAST RESTRICTIVE ENVIRONMENT

MODULE VI

SERVE AS A MEMBER OF AN IEP TEAM

SOUTHEAST REGIONAL RESOURCE CENTER

AUBURN UNIVERSITY AT MONTGOMERY
MONTGOMERY, ALABAMA 36117

SUPPORT PROGRAMS FOR HANDICAPPED CHILDREN

MODULE VI

Serve as a member of an IEP Team.

STRAND: Bridging

INTRODUCTION:

A major requirement for the education of exceptional children in both federal and state law is an individually appropriate education program. Consideration of this requirement has resulted in concern and varied approaches to concept and implementation. In actuality the basis for an individualized appropriate education program is within the term equal education opportunity, i.e., an equal opportunity to achieve at one's optimum through educational provisions (curriculum, methods, environments) appropriate to one's performance capabilities. This is no more and no less than that on which education for the non-handicapped is purported to be based. Learnings are selected for the non-handicapped on the basis of some value to the student for development and performance; they are sequenced and paced at appropriate developmental levels; and instruction is provided within structures and constraints most conducive to learning.

Be definition, exceptional students are those who differ so significantly in one or more developmental or performance areas that usual educational provisions (curriculum, methods, environments) as developed for the non-handicapped are inappropriate to provide an optimum education. It does not mean they have to be taught individually. It does not mean different learnings must be selected. It does not mean different methods must be used.

It does not prescribe specific educational placements. It does say the education must be meaningful to the individual child.

This module provides a base for developing continuing education for participating in the planning of individually appropriate education programs through knowledges and processes required.

GOAL: To generate processes for meeting continuing education requirements of PL 94-142 for developing school system policies and procedures for participating in planning individually appropriate education programs.

OBJECTIVES:

1. Identify the specific purpose of an individual appropriate education program.
2. Identify what is required by federal and state laws in individual appropriate education programs.
3. Identify processes involved in participating in individual appropriate education programs.
4. Participate in planning an individual appropriate education program.
5. Participate in activities leading to the development of a continuing education program pertaining to individual appropriate education programs.

ACTIVITIES:

1. Discuss the meaning of an "individual appropriate education program". Outline the specific processes required by law.

Read: Turnbull, H. R. and Turnbull, A. Free Appropriate Education: Law and Implementation. Denver: Love Publishing Co., 1978. Chapter 5.

2. Relate federal requirements to State of Georgia and local plans.

Read: Georgia Special Education Annual Program Plan.
Your School District Annual Program Plan for Special Education.

3. Use communication interaction processes required in participating in planning individual appropriate education programs.

Lecture
Discussion
Vignette

To the instructor:

As appropriate to the level/s of the students taught by teachers, e.g. early childhood, middle, or secondary school, supervised by those participating in this module, prepare a descriptive vignette of a student. Include such information as background information, descriptions of interactive behaviors, behaviors in instructional and non-instructional situations in the school, behaviors with peers and adults, achievement performance in reference to content areas and instructional modalities used, and other such information as would relate to the child's performance in school. It should be prepared in such a manner that the use of observation, making inferences, and drawing conclusions may be made clear for use in preparing an IEP.

4. Serve as members of an IEP planning team. On basis of previous information.

a. discuss vignette

b. generate additional information needed

c. plan an individual appropriate education program

5. On basis of preceding activities and text reading, outline a plan for presenting a continuing education program on this topic:

   Refer to: Turnbull and Turnbull, Chapter 5.

AN INSTRUCTIONAL MODEL FOR TRAINING LEA SUPERVISORS TO ASSIST IN TRAINING TEACHERS IN BEST PRACTICES AND EXEMPLARY MODELS FOR EDUCATING HANDICAPPED STUDENTS IN THE LEAST RESTRICTIVE ENVIRONMENT

MODULE VII

CONTINUING EDUCATION

SOUTHEAST
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AUBURN UNIVERSITY AT MONTGOMERY
MONTGOMERY, ALABAMA 36117

SUPPORT PROGRAMS FOR HANDICAPPED CHILDREN

MODULE VII

Continuing Education

STRAND: Bridging

INTRODUCTION:

The Education for All Handicapped Children's Act (PL 94-142) and The Special Education Provisions of the Adequate Program for Education in Georgia (Section 5, Chapter 32-A) have required significant modification in the approach to the education of exceptional children. Through the laws and regulations some procedures are clearly specified while others are more generally stated, permitting flexibility for local education agencies in meeting these requirements.

Questions pertaining to the implementation of these programs have prevailed since their inception; often phrased in concern and frustration. This was almost to be expected. Involved in the implementation, and those upon whom the major input resulted, were general educators. Programmatic activities required specific knowledge of both law and special education and, although many general educators had some knowledge in these areas, it was insufficient to respond to the very specificity required. Similarly, though special educators knew exceptional children they did not have sufficient knowledge pertaining to the general education or the law.

As an integral part of the model posed by Reisman-Shotick, of which this module is one aspect in its application to education supervisors, the first element is an effective knowledge base. In this module the knowledge base refers to content: law,

education, and special education; and process, how to disseminate this knowledge. The module also provides for participating in knowledge dissemination thus involving another element of the model -- bridging.

GOAL: To develop a continuing education program for administrative, teaching, and other personnel within the schools and interested non-school personnel within the school district regarding clarification of legal issues and educational provisions pertaining to the education of exceptional children and youth.

OBJECTIVES:

1. Determine knowledge need base of administrative, supervisory, and teaching personnel in the school system and interested non-school personnel (parents, assisting agency persons, interested citizens). Identify resources needed by the system to carry out a continuing education program.
2. Give evidence of having a knowledge base concerning fundamental provisions of federal and state laws and regulations pertaining to the education of exceptional children and resources which provide information pertaining to these issues:
   a. Legal specification of who is to be educated and processes for locating these students.
   b. Testing and classification practices.
   c. Individualized and appropriate education programs:

how they are planned, personnel involved, what is included.

d. Least restrictive appropriate educational placement.

e. Procedural due process.

f. Shared decision making.

3. Determine the present status of educating exceptional students in the school system involved including existing programs, shared service programs, programs not provided, options available under what conditions and constraints (space, personnel, funds, resources).

4. Plan a program of continuing education.

ACTIVITIES:

1. Special Education, the law and your school system.

Survey your school system. What are the attitudes of general and special educators toward the education of exceptional students? What do they identify as appropriate education for them? Where do they feel this education should take place? Who should participate in providing the education? What questions do they ask? What complaints do they make (have)? What do they think about PL 94-142? How do they feel about taking a mandatory course on exceptional students?

Identify in your school system the persons that have demonstrated knowledge specific to the intent and application of PL 94-142 and Georgia Code 32-A. Identify personnel, reading material, media, and other instructional resources in your school system or available to your s l system to provide educational services to teachers and others regarding PL 94-142 and Georgia Code 32-A.

Describe the programs of continuing education in your school system concerning the education of exceptional students, PL 94-142, and Georgia Code 32-A.

Summarize the needs of your school system, or needs within your school system, regarding "legal issues and educational provisions pertaining to the education of exceptional children and youth".

Read:

Special Education Regulations and Procedures, Chapter 32-A, Sections, 5, 9, 25, 26, and 38.

Turnbull, H. R. and Turnbull, A. Free Appropriate Education: Law and Implementation. Denver: Love Publishing Co., 1978. Chapter 2.

Georgia Special Education Annual Program Plan, Preamble - p. 25.

Your School District Annual Program Plan for Special Education.

2. Who is to be educated?

Zero reject - what does it mean?

What ages are included?

What does appropriate education mean?

What is total exclusion? Functional exclusion?

What does segregation mean in special education?

What are the responsibilities of the local education agencies?

What is child find? What does it mean? What are procedures for it?

Where is your school system?

Read:

Turnbull and Turnbull, Chapter 3

Special Education Regulations and Procedures, pp. 23-38.

Georgia Special Education Annual Program Plan, pp. 26-40, 153-167.

Your School District Annual Program Plan for Special Education.

3. Classifying Students

Classifying students in general education; tracking students: for what purposes? How accomplished? What results and reactions have been evident? What legal actions have occurred? Compare classifying students in general education with students in special education.

What is classifying in special education? Why is it necessary or considered necessary? What concerns have been expressed concerning classifying? How is it accomplished? What is testing? How does it relate to classifying? What concerns have been expressed concerning classifying procedures? On what basis is classifying students accepted in legal actions? On what basis are they not accepted? What participations of school and related personnel, students, and parents or advocates are required? What are the needs pertaining to these issues in your school system?

Read:

Turnbull & Turnbull, Chapter 4

Special Education Regulations and Procedures, p. 3 (1a and 1b)

Georgia Special Education and Annual Program Plan, pp. 32-34.

Your School District Annual Program Plan for Special Education.

4. An individualized and appropriate education program.

What is an individualized and appropriate education program? Why is it required for handicapped students? When

is it planned? How is it planned? Who is involved? What is included? How is placement determined? When is placement determined?

Recall: from module

What processes are followed in your school system? Are additions or changes necessary? How may they be accomplished?

5. Least restrictive appropriate educational environment.

Recall federal and state laws.

Recall who is to be educated.

Recall classifying procedures.

Recall an individual and appropriate education program.

Under what conditions can this student learn most effectively?

Within the needs of the student and the structures of the law, locate a placement within the school system, create a placement within the school system, or place the student in a situation removed from the school system.

Read:

Turnbull and Turnbull, Chapter 6

Georgia Special Education Annual Program Plan.

Your School District Annual Program Plan for Special Education.

6. Procedural due process.

Equal opportunity under the law.

Denial of equal opportunity under the law.

Notification of persons.

Hearing processes.

Records - confidentiality, access to, correction of.

Read:

Turnbull and Turnbull, Chapter 7

Special Education Regulations and Procedures, pp. 1-13

Your School District Annual Program Plan for Special Education

View:

How a Procedural Safeguard Hearing Works

7. Shared decision making

Recall:

An individualized and appropriate education program.

Least restrictive appropriate educational environment.

Procedural due process.

Consider:

Schools - special and regular

Educators - teachers and administrators related service personnel, students

Parents

Advocates

Read:

Turnbull and Turnbull, Chapter 8

8. A continuing activity, culminating activity, and an evaluation activity. As you proceed through this module identify status and needs within your school system. Consider alternatives for meeting the needs and establish recommendations for proceeding to "provide a continuing education program regarding clarification of legal issues and educational provisions pertaining to the education of exceptional children and youth".